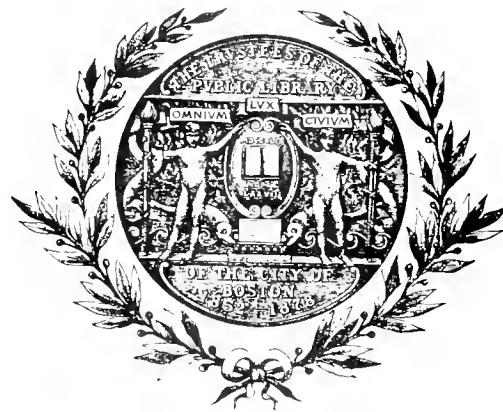


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U.S. Works Projects Administration

# MANUAL FOR LEADERS OF FOREMANSHIP CONFERENCES

together with

## DISCUSSION OUTLINES



Prepared for the  
Engineering Division

by R. O. Beckman  
Advisor on Training and Retraining



## WORKS PROGRESS ADMINISTRATION

HARRY L. HOPKINS, Administrator

Washington, D. C.  
February 1, 1937



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FOREWORD

The employment of several million persons on work projects in a wide range of occupations makes desirable the giving of more or less formal attention to the problem of improving the job skills of foremen and workers.

When it is recalled that under the Emergency Relief Appropriation Acts it is contemplated that once employables are removed from the relief rolls the Works Program should be so managed as to keep them continuously occupied at work in which they may or may not have had experience, the need for training and retraining as a fundamental part of the program becomes apparent. The increasing turnover of WPA workers as many of them, particularly the more highly skilled, are absorbed in private employment also lends importance to a training program.

The advantages of formal training to the Works Progress Administration will be substantial, but are relatively less important than the possible benefits to the workers themselves. The maintenance of a satisfactorily high level of efficiency in the operation of work projects is obviously imperative in order to expedite the program and to prevent undue criticism of the operation of projects. Recognition of the training need and its importance in maintaining the interest of the workers, will serve to improve the administration of the entire program. Specifically, the inauguration of a training program for workers and foremen will assist the Works Progress Administration in (1) maintaining project production schedules and keeping labor operating costs at a minimum, (2) improving the quality and increasing the quantity of work turned out, and (3) maintaining the interest and cooperation of supervisors and workers in their assignments.

The most important phase of the WPA work training program, in the light of the foreman's "key position", is a foremanship training program.



This program is designed to aid individuals employed as foremen to discharge their training, supervisory, and managerial responsibilities more effectively, and also to prepare others for prospective foremanship.

Of particular significance in the WPA program are the human relationships between foremen and workers. In order to secure loyalty, team work, and service, the foreman must prove by words and actions that he understands and believes in his men. To assist WPA foremen in discharging their responsibilities in the field of human relations, an "organized conference" plan of foremanship training has been inaugurated. Such training will give the foreman a broader view of his responsibilities, will assist him in developing qualities of leadership, stimulate pride in his job, enable him to earn the confidence of his subordinates, place before him the principles of management, and go far toward promoting better human relations in the conduct of the Works Program. Furthermore, it will fit him better for future opportunities.

This manual for the guidance of leaders of discussion groups of WPA foremen and supervisors, together with the twenty discussion outlines here presented, was prepared for use in conducting a foremanship training course in such state administrations as may be interested. The material contained herein was developed during experimental work in several states conducted by the Washington administration and was finally tested and revised in Indiana.



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MANUAL FOR LEADERS OF W.P.A. FOREMANSHIP CONFERENCES

Section 1. Introductory Statement: This manual is designed to assist discussion leaders in conducting conferences of W.P.A. foremen and supervisors. Considerations relative to the organization and administration of foremanship training by state and district offices are taken up in a separate Operating Procedure.

Among the purposes of the training program here outlined are the following:

To give the foreman a more complete conception of his responsibilities;

To help him develop his natural ability to handle men and win their confidence;

To give him a better understanding of W.P.A. and its operation and of his relationship to the rest of the organization;

To present the foreman with simple principles effective in training workers on the job.

To prepare him for promotion and greater responsibility, either with W.P.A. or in private industry.

Under the procedure here outlined, groups of foremen or supervisors will meet for an hour and a half or two hours twice a week at the close of work, for a period of eight weeks. Additional conferences may then be held as deemed necessary, possibly but once a week. The initial series of meetings will be guided by standard discussion outlines provided by the Engineering Division of the Works Progress Administration in Washington, after which special topics of particular interest to the group may be selected.

Section 2. The Conference Method: The meetings are conducted to some extent along the lines of the "organized conference" procedure developed by the Federal Board for Vocational Education for use in industry during the past twenty years. They differ, however, in being "controlled" conferences which follow a definite plan rather than permit an unorganized type of discussion.

The conference plan is used for the following reasons: (1) it permits a pooling of experience to solve supervisory problems; (2) it stimulates an individual desire to think, talk, and discuss problems common to the group; (3) it involves an active and contributing rather than a receptive attitude on the part of those present; (4) it provides means for better interpreting the policies and procedures of the W.P.A. to the "key persons" in the program; (5) it presents a cooperative opportunity for promoting and developing the common interests of foremen and management; (6) it tends to develop unified thought from hazy, diverse ideas. In case of additional conferences



held without the guidance of the systematic outlines contained in this manual, the conference method becomes a "trouble shooting" procedure, enabling the group to consult together and deal with any problem confronting its members.

A conference attempts to give all the foremen information of which each already has a part and to guide and direct discussion to bring out their own experience. Its true objective is to develop more intelligent thinking on the part of the individuals present so that when confronted with a similar situation in the future, they can think their problem through and arrive at a better decision. The conference leader should constantly bear in mind that his major responsibility is that of drawing out discussion, not making a speech.

### Section 3. Distinction Between Teaching and Conference Procedures:

The organized conference differs from standard teaching procedure. This distinction is summarized below:

#### A. Steps in Instruction (The Teaching Procedure)

1. Preparation - Preparing the mind of the learner for the new material.
2. Presentation - Demonstrating or presenting the new material.
3. Trial - Having the learner try out the new material with the instructor standing near to coach.
4. Application - Doing without supervision.

#### B. Steps in Constructive Thinking (The Conference Procedure)

1. Assembly of experience from the group.
2. Selection of those experiences, data, or facts, which function directly on the problem.
3. Evaluation and interpretation of experience.
4. Conclusion or decision.

**Section 4. Steps in Conference Work:** In some conferences, the four steps previously mentioned -- i.e., (1) assembling facts, (2) selection of functioning data, (3) evaluation of functioning data, and (4) reaching a conclusion, may be augmented by (5) planning to make the decision effective, and (6) carrying out the plan. This is generally not the case with the "controlled type" of conference with which we are here concerned.

The first four steps should always be completed if possible. The decisions or conclusions reached under Step 4 will seldom be unanimous in all particulars, but in any case it is important that each member of the group reach a definite decision which should not be too widely different from that of the others. When men have thought a problem through and completed the first



four steps listed, they will naturally do a better job of carrying out the responsibility which that decision involves than when their thinking is done for them.

In some cases it may be appropriate for the group, unless administrative policies are involved, to follow through with steps five and six. In many situations, however, the conference suggestions for correcting a situation discussed must first be transmitted to the management, which will indicate its policy and take steps to carry out the proposals.

In conducting the controlled conference with which we are here concerned the first four general steps outlined above are followed. The discussion leader opens the meeting with a brief announcement of the topic and the purposes of the day's discussion, with more or less of an introductory statement regarding the subject matter. He then guides the group in a systematic series of steps, summarizing the discussion as he goes by means of wall charts. At the close of the session, he briefly summarizes the important conclusions at which the group has arrived.

Section 5. Discussion Topics: A definite subject is selected for discussion for each conference. This should be as specific and concrete as possible, since a broad topic cannot be adequately dealt with in the course of a short session. Twenty outlines for the guidance of conference leaders are transmitted herewith. These have been prepared from the experience of W.P.A. foremen's groups in discussing such topics.

The entire series of subjects should constitute a progressive program. After the groups have become familiar with the conference procedure, a further program can be set up for group instruction on the basis of the groups' own analyses of their problems. Subsequent topics (after the initial series) are most easily obtained by having the foremen agree on their major difficulties. Such a plan for determining discussion topics for subsequent meetings, frequently referred to as a "trouble shooting" method, is entirely flexible and is directly based upon the theory that any group of foremen are their own best judges of what should be discussed in order to meet their needs.

For the most part, the W.P.A. foremanship series will be devoted to consideration of the human factor in management rather than with technical, engineering, or production problems. Restriction of the conference topics to general problems of supervision and employee-employer relations will provide a community of interest for foremen and supervisors engaged in a wide range of both construction and white collar projects. Among such topics which provide a common interest are questions of cooperation, of handling and training men, of attendance control, of morale, of transmitting orders, and of interpreting regulations.

It should be remembered that the organized conference is of no value in imparting technical information unless it be from one member of the group to another. Its primary use is in enabling the foremen to think through a problem for which there is no standard answer.



Section 6. Physical Arrangements for Meetings: The meeting rooms will be equipped with tables and chairs. An informal atmosphere should be encouraged and smoking should be allowed. If three tables are available, they should be arranged in the shape of a "U", with the foreman sitting around the outside edge of the letter, and the leader taking his place at the opening at the top. Behind him is the wall with its blackboard or charts.

When only a single long table is available for use, the foremen should be grouped around it leaving a small clear space at the middle of one side for the leader. Chairs of all the men present will face him, the men in the front of the table sitting sidewise. The leader should not attempt to use the end of the table since some of the men will be too far away.

In discussion groups of this kind there is a constant tendency for members to sit in the back of the room or, if a wall is adjacent, to lean their chairs against it. From the very start of the meeting series, the discussion leader should firmly but courteously request the foremen to group themselves closely around the tables so that each may hear what every other man present has to say.

To emphasize the informality of the meetings and place the men at their ease, they should be encouraged to attend in work clothes if they so desire and to remove their coats if they wish. At the outset there may be a disposition on the part of some men present to stand up when they have something to say. This should be discouraged.

The meeting room is equipped with a blackboard or preferably large sheets of paper mounted in a frame for the use of the leader in working out charts which summarize the discussions. The best device is to provide large sheets (48 x 40) of white or manilla wrapping paper which is fastened between sticks. This may be hung on the wall with wire as a picture is hung, the sheets being turned back as they are used up. A black crayon or china marking pencil is used for writing and lettering.

Section 7. Useful Headings for Charts: The successful conference has been found to involve the use of chart headings. These are needed to organize and direct discussion into profitable channels and to center attention on the topic under discussion. Among the blackboard headings of greatest value are the following:



- 5 -

(A)

Situation	Positive Effects	Negative Effects	What to do
-----------	------------------	------------------	------------

(B)

Cause	Responsibility	Remedy
-------	----------------	--------

(C)

What is wrong?	Who is to blame?	What is to be done?
----------------	------------------	---------------------

(D)

Evidences of lack of ---	Blame	Possible effects	Remedy
--------------------------	-------	------------------	--------

(E)

What is wrong?	Who or what is responsible?	Effects	Ways and Means - Remedies
----------------	-----------------------------	---------	---------------------------

(F)

Errors	Causes	Remedies
--------	--------	----------

(G)

Elements break into	Effect	Solution
---------------------	--------	----------



Above these headings is lettered the title, problem or name of the topic under discussion. Whenever the charts for a given meeting are numerous or the headings involve considerable lettering, they should be headed up in blank by the leader in advance of the meeting. This saves time and permits a better appearing chart.

Graphs, charts, and diagrams are extremely useful in conference work and the conference leader should be familiar with ordinary methods of graphical presentation. Reference handbooks dealing with graphs are usually available in local libraries and should be consulted.

Section 8. The Need for Talking the Foreman's Language: Among the most important factors to be considered in leading conferences of WPA foremen is the need "to talk the foreman's language". There is always danger that the leader may "shoot over the heads" of his group, particularly when dealing with foremen of foreign extraction or little education. The more simple the language used, the better.

Complicated academic discussion of subject matter is never grasped by practical workmen who think in terms of concrete, specific application. When the discussion leader, who is probably college trained, comes before a group of practical trained men, he will make no progress if he meets them on theoretical grounds.

The group discussion will succeed in direct proportion to the extent in which the leader keeps it on a concrete rather than an abstract basis. Whenever the discussion becomes vague or philosophical, it loses its effect. Generalities should be shunned and every effort made to drive the discussion through to practical conclusions and applications. If the leader permits the group to wander off and discuss generalities or matters of opinion, the group, which is accustomed to thinking largely in terms of practical experience, will have difficulty in remembering and applying the conclusions derived.

If, on the other hand, the leader constantly strives to rule out specific illustrations, cases, and applications of the topic under discussion from the members of the group, and makes his own contributions in concrete terms, the meetings will provide a genuine training opportunity.

The conference leader must endeavor to think a little ahead of his group. He should anticipate the trend which the discussion is taking and try to keep it from being sidetracked from its main objective. On the other hand, the leader should avoid short-circuiting the thinking of the group. The leader's mind may be so active that he assumes that the members of the group have arrived at the same conclusion as himself. At other times he may be tempted to give his own interpretation of the facts or wind up the discussion with relation to a specific point, rather than to have the men work out the problem for themselves; this should, of course, be avoided. Other important considerations in conference leading are discussed in the sections which follow.



Section 9. Charting Difficulties: Some conference leaders are apt to be too slow in writing or lettering on a blackboard or chart. In consequence, valuable discussion time is lost and the attention of the group lags. The leader must develop the knack of lettering fast and legibly.

Difficulty is sometimes experienced in keeping the discussion moving while the leader is charting. If too much time is spent in entering a lengthy point on the board, the group will sit back and wait in silence. This may result in a break in its thought and attention. If the leader is able to do so, he should go ahead and talk while lettering. He may, for example, elaborate on the point he is listing. If the item to be entered is a very long one, he may suggest to the group members that they continue their discussion while he enters the point in question, or he may suggest that they be thinking of other items next to be listed on the chart.

Whenever a suggestion is expressed in too many words or in awkward terms, the leader should boil it down or render it more concisely and ask approval for writing down the revised rather than the original words. He can thus save time and greatly clarify and interpret the trend of the discussion, directing it along its logical path. Such procedure is especially desirable when standardized discussion outlines are being used as a pattern, similar to those following this manual, and an effort is being made to develop the points shown on the charts.

The leader should always endeavor to epitomize the essence of the suggestion made and enter it on the board in as concise form as possible. By studying the typical charts in advance, he will be able to remember general phrases which can be used to summarize an experience recounted by a member of the group. He may select a popular or a slangy phrase which expresses the idea. For example, he may use phrases like "clock-watcher", "beefer", "passing the buck", or "lay down the law".

He should avoid writing long and involved sentences which make the wall chart difficult to read. He should not quibble nor allow the members of the group to get into an argument over the precise word to be used as long as it gives a reasonably clear-cut indication of the thought of the group.

When suggestions are made which are definitely beside the point under discussion, the leader may tactfully question whether it is germane and have it withdrawn or he may say: "That's a good point, but does it fit in with what we are discussing right now? Let's make a note of it for future reference." He may then make a notation at the bottom or side of the board rather than running the item in the chart which is being developed.

Section 10. Winning the Confidence of the Group: Confidence is not a fact but an attitude of mind. It is built up slowly as a result of a series of experiences. In order to secure the most beneficial results, however, confidence in the conference leader must be developed as quickly as possible.



As a matter of operating tactics, the only thing that a conference leader can do is to so conduct himself that his group believes in him. If any initial distrust is apparent, and this may be perfectly natural when the leader meets for the first time with a group of foremen, he must appear to be totally unaware of any distrust, and simply go at his job. It is imperative that the leader does not appear in any way different from what he actually is.

The leader's attitude should not be superior, paternal, or patronizing: he must be one of the group. He should not appear to dominate the meeting and should refrain from taking the attitude of the school teacher who has a lesson to put over.

In addressing foremen present, he should avoid the salutation "friend". In referring to an individual it is better to refer to him as "Mr. Jones", "Jones", or "Charlie". In asking a general question of the entire group he may at times use the expression "group". "Men" is generally to be preferred, however.

The leader should avoid the use of the pronoun "I", and in referring to conclusions arrived at, even though he may have contributed a great deal to them, he should use the pronoun "we". Above all, expressions such as "class, lesson, training, teacher, and text" should not be used under any circumstances.

Section 11. Holding the Interest of the Group: The successful meeting depends upon the interest of a group being secured and maintained. The problem of interest manifests itself early in a conference series. There are, of course, definite evidences of lack of interest such as the group persisting in talking about something else rather than the subject under discussion, the men talking about all sorts of things and starting in to "kid" each other and laughing and joking, or nobody saying anything. Such lack of interest may be caused because the subject has no real appeal, because it does not meet the practical needs of the group, or because they have had so little experience with the subject that they hesitate to discuss it.

In maintaining interest or in diverting the discussion back to its proper channel, various serviceable devices have been developed. Among these are the following:

1. Statement of actual or hypothetical cases by conference leader.
2. Statement of actual experiences by group members.
3. Suggestive questions by conference leader.
4. Calling for direct statements or opinions by group members.
5. Building up lists of functioning facts on a chart.
6. Pro and con analysis.
7. Direct statement by leader.



Changing the immediate trend of the topic is obviously necessary when the point has been exhausted, when the group begins to deal in personalities, or the matter discussed may for one reason or another be regarded as undesirable. Under these conditions, it is usually necessary to substitute some other aspect of the subject. The conference leader should not "stand pat" on a topic too long in the face of opposition. This is a common tendency on the part of an inexperienced leader, especially if he has been a teacher. He should never force the discussion beyond the point where it is evident that the foremen are interested. The important thing is to start a new point as soon as possible. Sometimes it may be possible to swing back to the original discussion topic after a "side-track" discussion.

In this connection, the leader should maintain a notebook, preferably arranged by topics, in which he jots down interesting discussion subjects suggested by his groups. It is also invaluable for him to note specific cases or stories which group members have cited, and which he can use to good advantage in his work.

References may also be kept to newspaper or magazine items, or to citations from books on human relations, the science of management, or economics. The wide awake leader will find it necessary to keep abreast of current events and to do considerable serious reading on the side to keep from being a "routineer".

When a topic dealing in criticism of persons or outside the proper province of the group arises in the course of discussion, the leader must face it and decide whether or not it is to be allowed to continue. If it is inadvisable to proceed, he can simply state that he feels it beyond the limits of appropriate discussion in that particular group. If he goes ahead, he must be absolutely square to all concerned.

Section 12. Securing General Participation by All Members of the Group: Several situations may interfere with having all members of the group participate. One or more individuals may seek to dominate the discussion and "run the whole show". At times the members of the group are just sitting around and responses cannot be obtained. There may be certain individuals who hesitate to express themselves. Other situations also need to be met.

Having determined the causes of the situation, the conference leader may be able to throw out a case or question which he knows is of particular interest to those members who are not participating, he may be able to get an individual to express an opinion contrary to the opinion of the group, or he may use direct questions addressed to those members who are not participating.

When one or two men seek to dominate the meeting, this may be due to the fact that they have a particular problem which is so important to them that they can think of nothing else. In this situation, it may be best to stop the conference on the particular point under discussion and get the group to help the men in question to work out their special problem.

At times it is possible to ignore the glib talker or force him to justify his statements if they are far fetched. Other conference devices



which aid in keeping the conference moving and in preventing discussion that leads nowhere are suggested in the following paragraphs. Many others occur to the leader as he gains experience.

A very simple but useful device is for the leader to sit down while the discussion is going on and later to stand up to start or stop it. His act of standing up when contributions begin to lag will either close the discussion or will start it again with added vigor.

Throwing the question back to the group: One very important thing to remember when conducting a conference is the absolute necessity of throwing back to the group any questions which are put directly to the leader. It is an invariable rule of conference procedure that the leader's responsibility is not to express his own thoughts but to stimulate the thinking of those before him. This may be difficult for the nervous or dominating type of leader, especially if he thinks much more rapidly than the group can follow. But just as soon as he begins to answer questions himself, he has ceased to be the leader of a conference and has turned "professor". It will be well to repeat here that the instruction method is for presenting entirely new material to people who are unfamiliar with it. The conference method is for obtaining from the group members experiences which are already their own, and then helping them to organize those experiences into a form which will enable them to think more intelligently and to arrive at reasonable conclusions.

The leader's use of questions: The inexperienced leader may have difficulty in getting responses from the group when he asks for suggestions to be listed on a wall chart, since the group may not understand just what is sought. He should first address a general question or two to the group as a whole to see who volunteers. If no response is forthcoming after a moment's pause, he should rephrase his question using different language or elaborating on it so that it may be more fully understood. If the response is still slow, he may then throw in a suggestive question or give an illustration of the point he is trying to develop. If these expedients fail, he may then address questions to, or obtain opinions from, individual members, designating them by name.

As the various suggestions are listed on the wall chart, the leader should throw in a word of acknowledgment such as "good", "O.K.", "splendid", "that's certainly to the point", etc. His language should be varied and he should avoid the monotonous uniformity of invariably saying, for example, "all right, what next?" As the listing proceeds, it is important for the discussion leader, in requesting further suggestions, to tie in his questions with the immediate topic under discussion and prevent it from being sidetracked.

Asking for a majority opinion: This device has been much over-worked. It rarely settles anything. There are occasionally specific instances when its use is justifiable. For example, if a majority opinion is called for, it may cause further discussion by the conscientious objector. Its use, then, is to start discussion. If used for any other purpose, it may have a tendency to antagonize the man who disagrees.

Taking up negative side first: This is a useful device based



on a psychological trait of the human mind. It is much easier to think of things that are wrong than things that are right. To illustrate the point, reference may be made to the subject of "Cooperation". A leader of a foreman's group tried to conduct a conference on this subject. He introduced the question "How can we coonerate with other foremen?" Few comments were offered. The conference leader then suggested that the subject be approached from the negative side, "What hinders good cooperation?" This question brought splendid results. Human beings can pick out individual, specific reasons which prevent cooperation, while they are able to develop the constructive factors less easily. But a leader, after getting the "ball to roll" by means of a negative approach, must work through to the positive point of view.

Requesting a member of group to assume a certain attitude: If the leader anticipates particular difficulty in starting a conference, he may go to a certain member and request that he pretend to take a certain attitude on a subject, or ask a question, or cite a case at the coming meeting. He must be careful in using this device in order that his motive may not be misunderstood.

In the early stages of a conference, the leader must take a principal part in setting up the problem, stating the case, and stimulating interest. As it proceeds, the leader's part grows smaller. The members then take hold of the problem, discuss it, and present cases. It is the leader's job to guide this discussion in order to select the important facts and to evaluate them by listing, charting, and analyzing. Finally, the leader must strike directly to a conclusion.

Section 13. Common Errors in Conference Leading: Some of the more common difficulties encountered by discussion leaders may be briefly pointed out.

Men who have been in executive positions and are accustomed to commanding may dominate a meeting if they express their own opinions too freely, twist or turn the discussion into channels representing their own ideas rather than those of the group, and try to tell members of the group what to do. The leader should not tell the group: "You ought to do" a certain thing. Instead of saying "don't you think?", the leader should say "do you think?" or "have you ever thought about --?".

The leader may be too strenuous in his leadership and may take the attitude of a high pressure salesman trying to force the group to sign on the dotted line. Far better results are achieved when the leader deliberately takes it easy and allows the group to stand on its own feet. A change in the tone or modulation of the leader's voice is definitely helpful in guiding the discussion. When the leader constantly talks in a loud voice and in a dominating manner, the group is soon bored.

Under no circumstances should the leader argue or even by his manner appear to be arguing with a member of the group. He must also be cautious not to ridicule or appear sarcastic towards any of its members. When he has any occasion to question any member's opinion, he should first inject a friendly word of commendation.



Another difficulty experienced by certain leaders who have followed the teaching profession is by pointed finger, ruler, persistent questioning of individuals by name, or other teaching mannerisms, to inject the atmosphere of the school room into the foremen's meeting.

Section 14. Ethics of the Conference Leader: As a leader gains experience he builds for himself a code of ethics to meet the demands of the many situations which confront him. Items in this code of ethics may be noted as follows:

1. A leader must be absolutely square and fair minded.
2. A leader should emphasize that conference discussion is "privileged" so far as both he and the group members are concerned.
3. A leader must have a "convenient forgetfulness" with reference to names of critical members.
4. Legitimate requests for information should be satisfied, if possible, at proper time and in proper manner.
5. Grievances may be thrashed out thoroughly in the conference and possibly settled there, but the details of discussion should not be revealed outside.
6. A leader should guard against being "pumped" as to "privileged" details of discussion, individuals, etc.
7. A leader should not give advice as to relative standing or ability of the men on the basis of their performance in a conference. His viewpoint is too inadequate for determining their possible qualifications for promotion or dismissal.
8. Discussion should not be permitted to run along lines which will tend to set foremen at variance with those directing their work.

Section 15. Check List for Evaluating Success of Meetings: The conference leader will find it of value to check the results of his meeting against the following list:

1. Distribution of discussion.
2. Directing discussion along the main track.
3. Taking advantage of situations arising in the discussion.
4. Limitation of direct statements by leader.
5. Ability to let group do the talking.
6. Skill in the use of the various conference devices.
7. Ability to organize material brought out.
8. Ability to know when to stop.
9. Absence of offensive argument.
10. Ability to get back on the main track.
11. Speed in writing up charts.

Section 16. The Steps in a Typical Meeting: An examination of any of the outlines which follow will indicate the steps which the discussion follows. The discussion leader opens with a brief statement of purpose, elaborating somewhat the sections headed "purpose of the meeting" and "statement by discussion leader". He may cite an interesting case as an illustration. In his preliminary statement, he must be sure that the group fully understands the meaning of various terms which he uses and which may well be used in the course of the discussion. In the case of



many groups it is necessary to spend a few minutes in getting a general agreement as to the meaning of words which may seem most elementary to the leader. It may be necessary, for example, to define such simple terms as cause, effect, cooperation as distinguished from coordination etc. After an appropriate introduction, through questions, typical cases and other means, the "discussion plan" is then developed and summarized in charts on the board by the leader.

In the holding of the standard conferences included herein, an effort should be made to cover the points listed and to follow the logical sequence of the discussion plan, questions, and charts. If the discussion lags and there is evidence of lack of interest, a shift in the objective of the discussion should be considered as is suggested in an earlier section.

About five minutes before the close of each meeting, the leader should stop the discussion and summarize or draw conclusions which will show the foremen that they have through group discussion, developed ideas which will be of practical value. Just before the meeting disbands, the leader passes out the appropriate copies of the mimeographed charts which appear in this manual behind each of the discussion outlines. The leader should tell the group that these charts have been developed as a result of meetings of other foremen groups and, therefore, are not identical with the charts which the group itself has developed. In rare instances, when a topic is developed with difficulty, the leader may see fit to pass a chart out before the close of the session and compare the wall chart with the mimeographed chart.

Section 17. Reviewing the Discussion Topics: No formal tests or examinations are desirable in connection with the training program. However, after every four or five meetings, it is helpful, if time permits, for the leader to spend a few minutes in asking general questions for the purpose of reviewing what has been covered. If arrangements are made by the district training supervisor, superintendents and other operative executives may be asked to sit in on occasional meetings specially devoted to general review discussion and to other operating problems. These may be in addition to the regular series. The only extensive period otherwise definitely set aside for a more systematic review is the latter part of the meeting which is devoted to the shortest topic in the series -- the one concerned with "Horseplay". Review questions which can be used at any time will be found following the discussion outline for that subject.

It is always helpful to allow time in any meeting for brief comments or problems by a foreman who wishes to revert to a former topic. The group may be able to assist him. Whenever the foreman has tried out or proposes to try out an idea he obtained from the conference series, the leader should make a point of calling attention to this fact and ask the man to report on his experience. This helps to make the group feel that they are definitely profiting by the program.



Section 18. Need for Advance Study of Outlines by Leaders:

Before meeting with a foreman's group on a new topic, it is necessary for the leader to become thoroughly conversant with the points to be developed and with the subject matter. From two to four hours of advance preparation and reharsing is ordinarily required. Supplementary reading may be necessary.

After the meeting is underway, the leader may find it necessary to take an occasional glance at the mimeographed charts which are to be distributed, in order to make sure that important points have not been overlooked by the group. He should not refer to the "discussion plan". He may, of course, find it necessary to work up a typewritten or pencil outline or skeleton of his presentation for reference.

It is particularly important for him not to copy the mimeographed charts on the wall chart because this destroys the effect of spontaneity on which the interest of the foremen in the meetings depends. When a leader does that, he gives the men the impression that they are being led by the nose rather than being allowed to contribute their own ideas.

Section 19. Reports and Recommendations to the Administration:

Aside from routine or special reports of attendance, the discussion leader is expected to prepare memoranda for operating officials whenever important facts or expressions of opinion of value are developed by the conference groups. This should only be done when the group formally expresses willingness to pass along its recommendations or suggestions. Considerable information may be developed in this way which is of value in improving administrative procedures. The report should be submitted by the district training supervisor to the district executives concerned. Names of individuals will not be mentioned.

Another way in which the leader may assist in developing the training program is to preserve copies of any wall charts containing new ideas or variations from the standard chart contained in the outlines. These are particularly helpful when a group discusses a specialized problem or topic which will provide a pattern for similar discussions by other groups.

In the case of groups made up of other than outside construction foremen, such as recreation or white collar supervisors, warehouse supervisors or those on women's projects, some of the standard discussion outlines may not be considered appropriate for use; on such occasions specialized topics may be developed. A recreation group, for example, may discuss the problem of maintaining attendance in the case of voluntary groups. A group of women sewing supervisors may discuss problems of production. All new material of this kind should be turned over to the district foremanship supervisor; this should be copied from the chart on a small sheet.

Section 20. Individual Attention for Certain Group Members:

The discussion leader should give special attention to those members of his group who appear to be particularly slow, backward, or inexperienced.



He may be able to suggest special reading or study for such individuals or to talk over some of their problems outside of the meetings in a friendly, personal way.

Other persons requiring special attention are the shy or reticent members of the group. Efforts should be made to bring them more actively into the discussion.

As time permits, the leader should visit the various projects in the district which are represented by members of his groups, study the nature of the work and conditions prevailing, and become better acquainted with the group members. The more he knows about project operations and the foreman's problems the more successful will be his leadership.

Section 21. Maintaining Attendance at Meetings: The discussion leader checks off the attendance at each meeting at the beginning of the session and notifies the district training supervisor of absentees after each meeting. Letters are sent out from district headquarters whenever a foreman is absent without reason, calling his attention to this fact. The only absences which should be considered justifiable are for serious illness or other important reasons. Social affairs, other meetings, visiting friends, etc., should not be regarded as appropriate reasons. Whenever a foreman is absent for two or three successive meetings the leader should take immediate steps to ascertain the reason.

Since the keeping of a record of attendance and letters sent to absentees are the only form of compulsion used to maintain attendance at the meetings, it will be apparent to the discussion leaders that their success depends upon their maintaining sufficient interest to accomplish the end in view. Success or failure as measured in terms of attendance is directly up to them.

Members of the groups should be urged to be on hand promptly at the time for starting the meetings. These should be started promptly and closed promptly. If the leader and a number of the foremen arrive early, the time may be effectively spent by starting an informal discussion following up the topic discussed at the previous meeting.

Section 22. Bibliography on Foremanship: At the end of this manual will be found a copy of a bibliography on foremanship. This will be made available to members of the conference groups upon request. Midway during the conference series, the discussion leader should tell the foremen that such a publication has been prepared in response to requests for information from men who were interested in additional study and self-development. He will state that he has copies for those who may wish to use them. They should not be passed out to everyone but only to those who personally request them from the leader at the close of the meeting.



Section 23. A Final Suggestion on Conference Leading:

After examining the preceding pages, the man or woman who is preparing for conference leadership may possibly feel that such an assignment is not a very difficult one as long as the general points set forth are observed. It is true that the leading of a conference appears, superficially, to be rather an easy task. Appearances are deceptive, however. The very fact that a conference appears to be a simple affair is an indication of the subtlety and ingenuity involved in conducting it successfully. It requires a high degree of intelligence plus training. The controlled conference gives its members an impression that they are contributing nearly all of the ideas which grow out of the discussion when as a matter of fact it is the leader's direction which is responsible for intelligent results.

The successful conference leader learns and profits by experience. No two conference situations are ever identical and the leader needs to be constantly on the alert to meet the many different kinds of situations which arise. The points discussed in this manual are but clues and suggestions for handling some of the problems in conference leading. Both the art and the technique of successful group leadership must be mastered by the conference leader through constant efforts to improve himself.



DISCUSSION OUTLINES FOR FOREMANSHIP CONFERENCES

The following pages contain twenty outlines for the guidance of conference discussions. Each topic is self-contained and is designed for use at one meeting but may be spread out over part of another session if the group is sufficiently interested in developing the subject in considerable detail.

The selection of topics will depend in part on the needs of the foremen taking part in the conferences. In order to reduce the schedule to sixteen sessions it is suggested that consideration be given to eliminating four outlines chosen from among the following: Nos. 3, 8, 9, 14, 15, 17, 18, and 19.

For index of topics see table of contents.



OUTLINE NO. 1

## RESPONSIBILITIES OF W.P.A. FOREMEN

NOTES

Purpose of the Conference

1. To develop a complete list of a foreman's responsibilities.
2. To stress the importance of the foreman recognizing and carrying out his various responsibilities.
3. To arrive at an agreement as to which duties are of greatest importance and which can be delegated and which cannot.

Statement by Discussion Leader:

It is important to have the foremen recognize their major duties and responsibilities and the need for properly grouping the minor duties under a number of main divisions. Many supervisors have a tendency to give too much attention to some duties and not enough to others when they do not properly analyze their jobs. This condition invariably exists when hit-or-miss methods are followed in place of a definite plan in supervising a project.

The foreman's job is concerned with five important elements: men, equipment, materials, money, and management methods. (The foregoing should be elaborated.)

Discussion Plan:

Since the foremen's group is meeting for the first time, a record of their experience will help build up confidence. This may be done by setting up a chart with the following headings:

Years as Worker	Years as Foreman	Line of Business or Trade
-----------------	------------------	---------------------------

Each member then quickly reports the number of years he has been employed both as a worker and a supervisor in any field and without reference to W.P.A. The leader then adds up the total years spent by the group, pointing out that such a pooling of experience is invaluable in making foremanship meetings worthwhile. The total suggests to the group that it has a reservoir of information and ideas on which to draw.

The leader may then ask the question: "What are some of the reasons why foremen should analyze their jobs and responsibilities?" "Why is it helpful to take one's job to pieces, to break it down into its parts?" Chart I indicates some of the more common responses to such a question, which are listed on the blackboard as suggested by members of the group.



## NOTES

Proceeding now to the foreman's responsibilities, the leader lists (see Chart II) the suggestions made by the group in answer to questions such as these:

"What are some of the detailed responsibilities of a W.P.A. foreman?" "Just what is a foreman paid to do?" "Just what do you do in your daily work?"

The suggestions are written on the Chart in the order in which they are made. The leader may then ask the group to indicate which of the responsibilities are most important, which are major and which are minor. The group may not feel that this designation is of particular value, however, since as each duty comes up, it is 100 percent important.

At this point the leader should digress for a few minutes to call attention to the difference between the foreman's job with W.P.A. and a foreman's job in private industry, unless this has already come out in the discussion. The list of responsibilities appears to apply to both. In what respects then do they differ? The point which should be forcefully developed is that the W.P.A. foreman is a public servant, responsible to the public which in the final analysis employs him. Good public relations are therefore of primary importance. Furthermore, since the object of the works program is to provide employment for the jobless and maintain their morale, the W.P.A. foreman is as much concerned with sustaining the spirit of, and rehabilitating his men as he is with production. In carrying out his responsibilities the foreman must approach them from the social point of view.

The leader may next ask the group to distinguish between those duties and responsibilities which only the foreman can handle and those which he can usually delegate to or share with a subordinate. Duties are of all kinds. Some require little of the foreman's time since he can turn many details over to a responsible assistant. When the responsibility involves planning and analyzing a situation or directing a major task, it cannot be delegated. Records and routine reports may be delegated. Therefore it is in order to ask: "What and how much of his job shall a foreman delegate?" "Which of these duties is delegable and which is non-delegable?" "Which can be shared?" As each item on the blackboard list is taken up, the leader writes D (delegable), N (non-delegable) or S (shared) opposite it to indicate the opinion of the group.

An example of the chart which may develop from the foregoing discussion is shown in Chart II.

The discussion may be continued by considering the following questions:



## NOTES

"Do any of the non-delegable duties consume an excessive amount of time?" "Do any of these responsibilities take up more time than would seem necessary?" "Which give you the greatest trouble?" "Which items would you particularly like to have this group discuss?" These should be noted for future use. When this is done, a number of topics will be suggested which can later be stressed in the discussion. Any conference series can thus be made directly applicable to the needs of the particular group.

Another discussion angle which may be pursued if time permits and interest is shown, is to consider the ways by which the success or failure of a foreman may be measured. "What definite measurable factors indicate superior, average, or poor foremanship?" Some of the answers which may be suggested by the group are shown in Chart III attached. It is important to note that intangible factors which cannot be measured, such as loyalty, initiative, etc., should not be included in the list.

At the close of the discussion for this meeting it is frequently helpful for the leader to state certain established principles of management which relate to responsibilities. Chart IV may be read off at this point since it is difficult to develop it in the course of discussion.

The leader then summarizes the discussion for the session.



### RESPONSIBILITIES OF W.P.A. FOREMEN

#### CHART I -- WHY SHOULD A SUPERVISOR ANALYZE HIS RESPONSIBILITIES?

1. Gains better understanding of duties.
2. Locates neglected duties.
3. Coordinates and plans various activities more effectively.
4. Locates duties which have been overemphasized.
5. Determines whether his job is properly handled.
6. Finds out if men and equipment are used to best advantage.
7. Distinguishes between duties which can be delegated and those which cannot.

#### CHART II -- LIST OF RESPONSIBILITIES

N Getting right man on right job  
D Economical use and placement of materials  
N Attendance control: keeping the men on the job  
D Accident prevention  
N Morale: keeping the men satisfied  
N Maintaining discipline  
D Keeping records and making reports  
D Health and sanitation  
D Handling workmen's compensation matters  
S Maintaining quantity of production  
S Maintaining quality of production  
N Improving work or production methods  
S Keeping costs down  
N Planning and scheduling production  
S Training workers  
D Inspection and care of tools and equipment  
N Cooperating with other foremen and units  
D Checking or rejecting raw material  
N Settling differences among the workers  
S Promoting teamwork and cooperation  
D Keeping men's time  
D Providing first aid  
N Keeping workers informed and interested  
N Eliminating false rumors  
N Reporting conditions needing attention to operating officials  
D Maintaining good housekeeping on the job  
N Maintaining an adequate work force  
N Taking an interest in the men  
N Carrying out instructions  
N Maintaining good public contacts -- to improve public sentiment

D -- Can be delegated.

N -- Can not be delegated.

S -- May be shared,



CHART III -- HOW CAN A FOREMAN'S ACCOMPLISHMENT BE MEASURED?

1. Quantity of production
2. Quality of production
3. Completion time, or maintenance of work schedules
4. Costs of production
5. Labor turnover -- ability to handle help
6. Number of reprimands or disciplinary actions
7. Amount of material wasted
8. Number of "seconds" produced (manufacturing)
9. Man hours lost or wasted -- idle time
10. Machine or equipment hours lost -- idle time
11. Safety; man hours lost due to accidents

(These factors should be stated in terms of units or percentages.)

CHART IV -- PRINCIPLES OF MANAGEMENT AFFECTING RESPONSIBILITY

1. Final responsibility cannot be divided.
2. It must be accepted fully or not at all.
3. It may be delegated but not relinquished.
4. It should always be accompanied by full authority.
5. The man who assumes responsibility should know what is expected and is alone accountable for results.
6. In delegating responsibility give it in terms of results expected.
7. Leave the method of carrying it out to the person who assumes it if he knows how.



Outline No. 2

## AVOIDING IDLE TIME ON THE JOB

NOTES

Purpose of the Conference:

1. To discuss the effects of loafing and idle time on the job.
2. To consider definite instances or causes which lead to the wasting of time and to determine ways and means of correcting them.

Statement by Discussion Leader:

W.P.A. and earlier works programs have been subject to criticism on various grounds but of all the attacks none has been more common than that based on alleged "boondoggling" and wasted time. It is therefore of the highest importance for the foreman and supervisor to do everything possible to keep the working force busy at all times and thus eliminate public criticism caused by an appearance of idleness. Extensive evidence of loafing on the job may do much to endanger the jobs of unemployed workers on works projects. It might even bring about a return to home relief or the dole.

Of greater importance than the effect on the works program is the effect of idleness upon the project worker himself. There is truth in the old saying that idle hands breed mischief. Idleness demoralizes the individual. His mind stagnates and the resulting indifference and laziness are reflected not only in the success of the work project but are carried into the worker's private life. Loafing spreads to others like an epidemic. It is contagious and gradually infects even the most conscientious worker.

It should be pointed out that idle time may be due to either of two factors; it may be caused (1) by the worker who chooses to loaf on the job or (2) by conditions which lie in the way the project is organized or supervised. The foreman is responsible for both but the worker may not be concerned with the latter. The group should understand that the discussion is concerned only with idle time that can be prevented and not that which is unavoidable, such as that due to bad weather.

Discussion Plan:

Effects of Loafing: The discussion should start with brief consideration of the results of extensive loafing on the job. "What are the evidences or results of having a number of men constantly killing time on a works project?" "How does idleness affect the project?" "How does it affect the individual?" The responses of the group are listed along the lines of Chart I. Not more than fifteen minutes need be spent on this chart.



There have been numerous instances of workers who have engaged in drinking, gambling, and fighting on projects, not only as a result of a lack of discipline in general but because they had so much free time on their hands. Specific instances of this kind may be discussed out of the experience of the group as well as more general results expressed in terms of higher costs, wasted material, etc.

How to Prevent Idle Time on the Job: Chart II lists many of the immediate causes of job idleness and suggests ways and means of overcoming them. The left hand column showing various causes in the worker and in the job should first be developed by group discussion, after which the right hand column should be prepared. Items to the left should first be quickly listed after which each should be more fully discussed in turn, when the group considers the remedies.

As far as possible each item on the chart should be discussed in terms of definite concrete examples drawn from the experience of the foremen in the group. Thus in discussing overmanning one of the foremen may point out that in an effort to assign large numbers of workers, far more men were sent him than he could properly use, a condition which had not been corrected. The obvious remedy is to take the matter up with the employment division and arrange for the transfer of part of the force to other projects. In discussing personal habits as a cause of loafing, a case may be cited of a young man who was a typical "spoiled child", who had never had any previous work experience and always been allowed to do much as he pleased. He had never been subjected to any discipline nor developed sound work habits. He needs to receive individual friendly assistance from the foreman in order to know what work means.

The third item in the chart is probably the most important. The "live wire" foreman, always on the job and hitting the ball enthusiastically day after day, has more to do with the work attitude of his men than any other single factor.

In winding up the discussion, the leader may briefly go over the more important points to observe in eliminating idle time on W.P.A. projects which have been brought out in the discussion.



AVOIDING IDLE TIME ON THE JOB

## CHART I -- EFFECTS OF IDLE TIME

High operating costs  
 Breaks down morale  
 Waste through negligence  
 Hampers effective cooperation among fellow workers  
 Bad effect on other W.P.A. workers or groups  
 Bad effect on public opinion and sponsor  
 Causes foreman endless trouble  
 Induces horseplay, gossip, drinking, gambling, fighting  
 Disrespect for program

## CHART II -- WAYS OF PREVENTING IDLE TIME

Causes	What to do about it
<u>In the Worker</u>	
Poor personal work habits or inexperience	Investigate, advise, discipline, train.
Shirking -- natural laziness	Place in job where pace set by others- Place with hard workers -- Discipline
Foreman loafing or off the job	Foreman to set good example
"Stand in" with higher-ups	Stimulate interest in job Arrange for transfer Discuss with employment division
Distracted mind (worry, day-dreaming)	Talk it over -- clear it up
Work fatiguing (or ill health)	Provide "leaving periods" or rest pauses. Medical attention
Lack of interest or incentive	Stimulate through Job pride - Explain purpose and aims- Chart daily progress - Competition
<u>In the Job</u>	
Lack of proper supervision	Tighten up inspection and supervision- Lay out day's work for each worker
Not enough work	Additional work
Uneven flow of work	Improved planning, rearrange flow Better coordination with other groups or agencies -- Get after stock chaser
Improper tools or equipment	Provide proper ones
Poor lighting, ventilation or working conditions	Correct the conditions
Overmanning	Reduce force
Improper Work layout	Rearrange



Outline No. 3

CARELESSNESS

NOTES

Purpose of Conference:

1. To consider the nature and results of carelessness on work projects.
2. To indicate the common causes of carelessness and how careless habits may be overcome.
3. To emphasize the foreman's responsibility for doing what he can to eliminate careless work habits on the part of his workers.

Statement by Discussion Leader:

Carelessness is a broad general term indicating negligence. In its application in our discussion it refers to any action which is caused by negligence, indifference, or oversight and leads to an undesirable end-result for the project or the worker. Carelessness is essentially a personal matter; we are therefore particularly concerned with actions in which the worker himself is at fault.

The most striking aspect or consequence of carelessness is injury. This is usually given most attention since other results are far less dramatic, though they may be quite as important. Safety and accident prevention are significant topics but they will not be discussed at this session. At this time we are concerned with a broader field involving negligent work habits and slipshod workmanship. The topic thus also embraces such matters as leaving materials and equipment lying around, using dull or dirty tools, and skipping over details in one's daily work.

Discussion Plan:

The group should start listing the possible results of carelessness, the evidences of careless work habits. These may be summarized in a chart similar to Chart I. "What are the results or evidences of carelessness? What happens when workers are negligent?"

A chart should next be worked up to show the various causes of carelessness and the possible ways and means of overcoming them, similar to Chart II. This chart deals particularly with situations for which the worker himself is responsible. One or a number of the causes may enter into any given situation. The left side of the chart should be developed first in response to questions such as these: "What are some of the things which cause a man to be careless in his work habits? What are the reasons for negligence? Why are workers careless? What characteristics or traits do individuals have which cause them to produce indifferent work?"



## NOTES

After the listing has been completed, the group should be asked to give specific examples of careless workers under each item out of their own experience. The possible remedies for each situation are then entered in the right hand column of the chart as the discussion proceeds.

The leader may elaborate on the following points in working up Chart II. Some of the causes for negligent workmanship can be remedied far more easily than others. Some persons are born with an inability to concentrate their attention on anything but that in which they are tremendously interested. This disposition may be improved on by some individuals in the course of self-training. Carelessness due to distraction can frequently be overcome after study of the situation and its causes by the foreman.

One of the most difficult problems which frequently confronts a foreman is that of a worker who is naturally slipshod and indifferent in everything that he does, both at and away from work. Sometimes the foreman can assist him in developing good work habits but the task requires a great deal of patience. Carelessness due to a lack of understanding of just what the job requires may be met by training. That attributable to the fact that the worker has no natural aptitude for the work to which he is assigned may, of course, be met by reassignment. These do not present as serious a problem for the foreman as those involving the rebuilding of a man's character. Very often this is precisely the problem which the W.P.A. foreman must face. The easy way is to "pass the buck" by having the worker transferred but this does not solve the problem.

Certain careless acts on the part of workers may, of course, be laid at the foreman's own door. Of first importance therefore is the need for having the foreman set a good example by precise, careful workmanship. Otherwise indifferent shiftless work will soon be apparent on the part of his crew. Lack of proper supervision will also encourage carelessness. Frequently too much pressure on the foreman's part for production or fast completion of a job may result in careless work. The foreman needs to inspect the work of his gang regularly and supply such discipline and training as are needed in order to eliminate the development of slipshod work habits on the part of his men.

Carelessness may be attributed to a combination of two or three causes. An old school building which was being reconstructed by W.P.A. was very nearly burned down, for example, because of the negligence of painters and the absence of proper discipline. The painters insisted on smoking despite the rules of the Board of Education and the foreman was not enforcing discipline.



## NOTES

A lack of understanding of what is expected is a frequent cause of carelessness. Ignorance on the worker's part is entirely the fault of the foreman, who should provide fully adequate instruction and training. The lathe hand who turns out several hundred pieces whose diameter is too small is less guilty of carelessness than is the foreman.

The discussion leader may find it worthwhile to suggest to the group that the reverse of carelessness is efficiency, which depends upon a combination of personal traits. It involves not merely a desire to do careful and accurate work but may require improvement in the worker's ability to observe, to concentrate and to persevere in what he is doing. The habit of observing things closely can be developed to some extent by forcing one's attention and the habits of concentration can also be developed with the exercise of will-power. Persistence and concentration will usually enable a person to undertake any task systematically and carefully if given the necessary time.

The placement of workers is important in preventing carelessness. Whenever the foreman perceives an indication of careless habits on the part of a workman he should make sure that the individual is not placed on a job where the work must be done without close supervision, or frequent inspection. Many engineering and office operations involve the possibility of errors which may not be detected for a long time afterwards. The inaccuracy of a file clerk is not discovered until the correspondence is wanted later on. The draftsman or engineer may make miscalculations which are not disclosed until a building construction job is nearly finished.

The discussion is followed by a brief synopsis of the discussion by the group leader.



## CARELESSNESS

### CHART I -- RESULTS OF CARELESSNESS

Loss of life or limb  
Injuries  
Loss or waste of materials  
Damage to tools and equipment  
Delay; loss of productive time  
Spoiled output  
Discipline for careless worker  
Lowered respect of workers for W.P.A.  
Public disfavor  
More work for foreman

### CHART II -- OVERCOMING CARELESSNESS

<u>Cause</u>	<u>Remedy</u>
Inattentiveness, inability to concentrate	Caution or warn Assign to other job Self-improvement
Distractions Horseplay Worry (Personal troubles) Noise or disturbance	Closer supervision Talk it over and help Improve work conditions
Thoughtlessness, day dreaming	Caution, train, create interest
Slipshod work habits	Discipline; train in precision
Indifference or lack of interest caused by Laziness; shiftlessness; lack of conscience Absence of cooperation or support Routine or monotonous job	Frank talk or discipline Better team work and leadership Reassign or rotate jobs
Lack of understanding or work requirements -- inexperience	Training; explanation
Haste; impulsiveness; hurry in quitting	Caution; discipline
Worker not adapted for job	Assign appropriate work Improve assignment procedure
Physical condition Illness; undernourishment Fatigue Lack of sleep Liquor or hangover	Medical care Provide rest Send home Discipline
Poor Supervision	Improve Supervision



OUTLINE NO. 4

## MAINTAINING DISCIPLINE

NOTES

Purpose of Conference:

1. To consider the foreman's responsibility for maintaining discipline.
2. To determine some of the evidences of lack of discipline.
3. To establish an agreement as to the best methods of getting and keeping effective discipline.
4. To discuss the reprimand; how to use it properly.
5. To emphasize the importance of disciplining each worker in the light of his own individual traits.

Statement by Discussion Leader:

By discipline we here refer to the means of keeping order and good conduct on the part of a group of workers. Its extreme application may involve punishment. It is, however, important to note that discipline should be developed in a constructive way that will build morale within the work group rather than maintain itself solely on a basis of fear.

The problem of discipline among relief workers employed by W.P.A. is a far more difficult matter than in a business firm or manufacturing plant. Here the factor of fear is largely eliminated. In private industry severe penalties may be provided for in-discipline and employees may be summarily discharged.

In the case of the works program, however, workers may not be handled with such arbitrary methods. It is true they may be dismissed from the project but they are frequently eligible for reinstatement on some other project and the importance of fear is greatly reduced. In the works program, too, there may be cases in which workers believe they have more or less influence or "drag".

The W.P.A. foreman must therefore rely largely upon interesting his men in their work and in developing cooperation. He must make the most of the workers that are assigned him. He must be tolerant and patient. Such a foreman must be a leader and not a driver. Discipline must be obtained by means of fair dealing and helpful suggestions and direction rather than through fear.

Discussion Plan:

What Good Discipline Should Accomplish: It is worthwhile for the leader to spend a few minutes in obtaining the opinion of the group as to the results which should be obtained through the exercise of effective discipline. "Why do we need discipline? What do we gain?"



In this connection the following points should be brought out. Discipline gets the job done well. It gains the respect of the workers for the foreman. It keeps the good will of the crew. It establishes an understanding between the foreman and his men and results in better cooperation.

Evidences of Lack of Discipline: The group should then consider the more important evidences indicating a lack of discipline on the part of workers in the crew. In this connection a chart should be developed as follows:

#### MAINTAINING DISCIPLINE

<u>Situation</u>	<u>What to do</u>
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The leader first obtains suggestions for filling in the left hand column of the chart, listing actions which require discipline. A considerable number of these are shown in Chart I which follows. Questions which will bring out these items are these: "What are some of the things which happen when discipline is at a low ebb? What are your workers apt to do for which you have to call them to account? In other words, just what acts require disciplinary action?" The right hand column of this chart, showing what to do for each type of offense, is left blank until Chart II has been developed.

It is frequently worth while to spend a few moments on the question of who is responsible for the acts or situations listed in Chart I. For most all the items the group will be forced to agree that the responsibility for most of these conditions is the foreman's.

Various Means of Maintaining Discipline: Chart II, showing ways and means of meeting various disciplinary situations, is then developed by the group. "Just what are the various ways of disciplining workers? What do you do to enforce good conduct?" The items in the chart shown here are arranged for the most part in increasing order of severity. As they are developed in the discussion, however, they may be listed in any order in which suggestions are made, but it will be clearer if the leader suggests that the group begin with the milder measures and wind up with the more severe. Not all of the suggestions in Chart II may be in use by the group but may offer possibilities.

A fairly complete listing and discussion of the various methods of disciplining workers should then be followed by turning back to Chart I as it appears on the blackboard and having members of the group suggest the items to be inserted in the column headed "What to do". This may be more easily done by writing in the appropriate item numbers appearing on Chart II, thus avoiding the need to rewrite the remedies on Chart I. In general it will be found that the oftener the offense is repeated, the more serious will need to be the penalties. It is desirable to confine the discussion to those situations in which offenses have been repeated for a certain number of times and may thus be considered to be "habitual".



Each of the items on Chart I should be separately considered in the light of a specific or concrete illustration drawn from the experience of some of the members of the group. This pins the discussion down and makes it more valuable.

For example, as an illustration of carelessness one of the foremen may cite the case of a worker who heedlessly mixes the wrong proportions in making up a batch of concrete. A fellow worker passes on the information to the foreman. The careless workman starts a fight with the second worker. What should be done about it?

As another illustration, what should be done with the workman who insists on building a bonfire on a very cold day on property on which the building of fires is absolutely prohibited? What should be done with the worker who is constantly tardy and makes numerous excuses which are discovered to be out-and-out lies?

Drinking on the job is a common occurrence necessitating discipline. In an Indiana district during the spring of 1936 more than twenty-five per cent of all dismissals were attributed to liquor. The following case illustrates how such a situation was disciplined without recourse to dismissal. A worker was persuaded during the lunch hour to join another in a bottle of whiskey. Both indulged in two or three drinks but did not become intoxicated. The first worker, who had never been guilty of drinking on the job before, was caught with the bottle in his possession. The foreman thereupon sent him home for the rest of the day and the next morning had a frank talk with him in which an effort was made to stimulate his pride in the program and to point out why drinking could not be tolerated on a W.P.A. project. This warning sufficed. The worker went back to his gang and announced to them: "The first guy that brings liquor on this job is going to have to whip me".

Here is another case illustrating what can be done with the man who talks too much. Jimmy worked on a road gang and talked so much and so well that he disrupted the work of his fellows. The foreman warned him repeatedly in a friendly manner but this did not correct the situation. Finally the foreman placed him at work by himself about 300 feet away from the rest of the gang, and around a bend in the road where the foreman could see him but he could not see the gang. After two days Jimmy came to the foreman and asked to be put back with the group. He learned his lesson and ever since then he has talked no more than is proper.

Such examples will serve to bring the discussion down to earth. A live discussion of Charts I and II may take more than an hour.



Reprimanding Workers: The group should then take up the question of how workers should be called down or reprimanded. A number of basic points have been found to be most important in reprimanding a worker. "What points should be observed in calling a man to task? How should a worker be reprimanded? How can you best call a man down?" These should be brought out in the course of discussion, as a result of which a chart similar to Chart III is drawn up by the discussion leader.

The related considerations or "don'ts" in administering a reprimand may then be put up to the meeting. As a result of this discussion, Chart IV, "What to Avoid in Reprimanding," will be developed. If time does not permit, Charts III, IV, and V may be reserved for a "filler-in" at some subsequent session.

Adapting Discipline to the Individual Case: Administering discipline is an individual matter which must vary from one man to another; this should be stressed by the leader. Every worker is made up of an individual and different combination of personal characteristics or traits. This makes up his personality. The number of possible combinations of likes and dislikes, feelings, emotions, moods, habits, interests, attitudes and opinions which may be found in the personality of a given worker is infinite. The foreman therefore needs to study these individual differences in the men under him so that he may deal with each one as may be required. Some workers need a sterner hand than others. Some will respond to praise, others not. Some will assume responsibility and others will not.

We usually assume that most of our relations with others, the manner in which we react to others, are largely based upon thought or reason. We may think that much of our action is based on reasoning but it is, in fact, based upon feelings and emotions. The foreman should recognize this factor and the importance of avoiding any standard or "canned" method of administering discipline. When this is recognized it will be seen that discipline becomes one thing in the case of an intelligent, enthusiastic worker who has made a mistake because of ignorance and quite another thing with a surly, obstinate workman who goes out of his way to disobey deliberately. To some workers a suggestion is all that is needed to improve their conduct, to others firm instructions or some penalty may be needed.

The leader should therefore interest the group in a discussion of the more important character types found among their workers. Some of the problem types may be listed in a chart similar to that shown in Chart V.

Before dismissing the group, the discussion leader should review the high points of the discussion as it has been developed and charted.



## DISCIPLINE AND REPRIMANDS

### CHART I - ACTIONS WHICH REQUIRE DISCIPLINE

Tardiness  
Quitting early  
Washing up before quitting time  
Absence from assigned place of work  
Reading papers or magazines on working time  
Wasting time by excessive talking or joking  
Absence, failure to report for work  
Excessive horseplay or fooling  
Misleading new employees  
Spreading disloyalty or rumors, gossiping  
Agitating or stirring up trouble  
Fighting on the job  
Deliberate loafing, clock watching  
Spoiling of work  
Wasting materials  
Intoxication or drinking  
Refusal to obey orders  
Careless handling of tools or equipment  
Taking chances creating accident hazards  
Trespassing on private property  
Stealing  
Abuse of privileges  
Using foul language

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### CHART II -- VARIOUS METHODS OF DISCIPLINING WORKERS

1. Heart-to-heart talk (firm appeal to sense of duty)
2. Group warning or bulletin
3. Warning of consequences for repeated offense
4. Demerit on employee's record (report)
5. Place on probation
6. Take away privileges or leave
7. Separate or isolated job
8. Send home for the day
9. Less desirable work assignment or temporary demotion
10. Temporary lay-off or suspension without pay while investigation is made
11. Restrict chances of promotion
12. Transfer to other project
13. Deduction in pay (private industry)
14. Demotion in rank
15. Public reprimand before group
16. Recommend dismissal or "turn the man in"



CHART III -- HOW TO REPRIMAND

1. Investigate, get all the facts
2. Make sure a reprimand is deserved
3. Reprimand in private
4. Never humiliate the worker
5. Be tactful
6. Be frank -- talk straight in making accusation
7. Size up the individual -- vary interview accordingly
8. Show the worker how to avoid future offenses

CHART IV -- WHAT TO AVOID IN REPRIMANDING

1. Losing temper
2. Idle threats or bluffing
3. Using profanity or abuse
4. Being sarcastic
5. Scolding a worker publicly
6. Showing favoritism
7. Being apologetic or too familiar
8. Striking a worker
9. Delegating job to someone else
10. Nagging -- repeatedly rubbing it in

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CHART V -- VARIOUS PROBLEM TYPES OF WORKERS

(Each needs different treatment)

Indifferent, disinterested  
Lazy, clock watchers  
Nervous, irritable  
Stubborn, obstinate  
Conceited, "stuck up"  
Hot tempered  
Shy, retiring, lacking confidence  
Cranky, fanatics, suspicious  
Thoughtless  
Rash, careless, impatient  
Slow, dull, stupid  
Undernourished, ill  
Troubled with domestic difficulties  
Workers with a "pull"



Outline No. 5

PUTTING THE RIGHT WORKER ON THE RIGHT JOB

NOTES

Purpose of the Conference:

1. To call attention to the importance of having every employee assigned to the work for which he is best qualified and in which he will be most efficient and contented.
2. To discuss the procedure involved in reclassifying workers for other lines of work.
3. To develop a plan for foremen to follow in reassigning workers on the same project when no change of vocation is involved.

Statement by Discussion Leader:

Careless or inappropriate assignments of men to work for which they are not fitted is just as inefficient as using tools or equipment which are not adapted to the job to be done. You can eat honey with a fork but the result is not especially satisfactory. Training as a painter does not qualify a man to lay tiles. Just as the foreman himself is selected because he can produce results on the job to which he is assigned, so it is up to the foreman to look around and put his men on the jobs in which they can produce results.

In the case of the W.P.A. it is more important to give thought to the matter of proper placement because the supply of available skills is often limited. Workers are sometimes assigned of necessity without consideration of their fitness for the work to be done. The foreman must therefore assign his men to the particular job they can do best among those which he has and train them in the work involved.

Discussion Plan:

Why is Proper Placement Important? The discussion should open with a brief consideration of the reasons why a man should be properly placed. This may, if desired, be summarized in a chart entitled "Results of Bad Placement". "What happens when a worker's skills are not properly used? What are the results of inappropriate assignment?"

In this connection the group should discuss the following points, after each is introduced in turn by the leader:

1. As a matter of economy and efficiency the foreman should use the talents of his men effectively.
2. Every effort should be made to satisfy the worker by placing him so that he uses his abilities to the fullest extent and works in a congenial position.



3. Workers wrongly placed, particularly in jobs involving use of special tools or equipment, create an accident hazard. Injuries may result.
4. Supervision is rendered more easy when workers are doing work for which they are qualified and the foreman does not have to spend a great deal of time in inspection and training.
5. Since training is costly and time-consuming, workers should be assigned such jobs as come natural and easy to them. Their aptitudes and interests should be considered. Some men cannot be taught certain operations. A man without a good sense of aim and distance cannot operate a steam shovel. A color-blind man makes a poor painter.

Fits, Misfits, and Unfits: A foreman may have three kinds of workers assigned him - fits, misfits, and unfits.

The "fit" employees are those who are properly placed, produce a maximum amount of good work, are interested in their jobs, and contented. The "misfits" are those who were improperly classified by the Employment Division or improperly assigned by the foreman. They may be trying hard but do not seem to get anywhere. The "misfit" should be reclassified or reassigned into a job where he can do his best.

There are few real "unfits". Such workers are chronically lazy employees, disturbers or troublesome persons, or those mentally irresponsible. To condemn any worker forever because he failed on one job is serious business; it hurts; it costs money. The "unfit" should be given careful study and attention and only released as a last resort when all else has failed.

At this point the discussion leader should point out the natural inclination of most foremen to "turn in" the misfit worker, or one who may at first glance appear to be unfit, to the employment office for transfer to another project. This should be done only after the foreman has made every effort to find the proper assignment on the project for the worker. The next step is to confer with the superintendent to see whether he has a place on another project. If this cannot be arranged, the foreman should prepare a detailed report and recommendation for the employment division, stating specifically why the worker cannot be properly placed on the project in question.

How to Determine Appropriate Placement: At this point the leader should develop a chart similar to Chart I which shows some of the qualifications of jobs and men which need to be considered in placement. Only the main headings, education, special training, etc., need be drawn from the group in response to such questions as: "What qualifications may you need to consider in placing a man properly? What facts do you need to know about the worker? About the job?"



For certain jobs more education and intelligence are required than for others; workers having these assets should be assigned. In other jobs reliability or physique may be of primary importance. The major qualification on most jobs is that of past occupational experience in the particular work involved.

When employees are reasonably well placed as far as their job classification goes, there is still the matter of placing them in appropriate work locations. The short, stubby worker should not be assigned to stacking supplies on high shelves which he can hardly reach. The tall, awkward man is not adapted for a cleaning job which involves a lot of floor work. The fat woman ought not to be assigned to bending over a cutting table. The absent-minded dreamer cannot be used as a flagman or in dangerous blasting. Many workers are disconcerted by too much noise and bustle and should be placed in quieter spots.

In developing Chart I, each qualification or trait should be discussed in terms of concrete examples out of the experience of the members of the group.

There is but one good way for a foreman to check up on the way in which his men are assigned. This is to list the jobs on the project, list the men assigned, and compare the qualifications needed for each job with the individual qualifications of each worker. It may take a little time to make the comparison but the results are well worthwhile. This can be done by making up an analysis sheet for any job which is to be filled. To the left may be shown the characteristics or qualities needed, education, experience, etc. To the right may be entered the amount of each characteristic possessed by each worker being considered. The worker who seems to possess the highest qualifications may then be selected for the job.

An interesting discussion can frequently be held with a foreman group by analyzing on the chart the qualities needed for a number of typical positions. What are the qualifications needed of various types of workers needed in laying drain tile, for example? In building a fence? In a woman's sewing room? In clearing land? The leader should guide the group through such an analysis as a part of the day's discussion, charting the schedule as he goes.

Reclassification and Reassignment Procedure: The foreman is concerned with two different kinds of assignment situations. The first is that involving a reclassification to another line of work, which must be approved by the W.P.A. Employment Division. The second (discussed above) is a reassignment to a position in the same trade or vocation but one in which the worker can do better work. Reclassification and reassignment should be promptly handled if the morale of the worker concerned is to be maintained. There is a natural tendency to forget the misplaced man under the pressure of other activities. The "forgotten man" soon goes sour.



The leader should ascertain that all members of the group are acquainted with the use of the various employment forms, including W.P.A. Form 404, the Reclassification Slip. This slip is used when there is a change in the duties or responsibilities of a worker such that changes in the occupational classification and/or in the rate of pay are necessary. This form is used only when a worker remains on the same project.

After all five copies of W.P.A. Form 404 are prepared and Copy 1 signed, if the project is operated by W.P.A., all five are submitted to the project superintendent, engineer, or other executive. If the latter approves, he signs his initials after the signature of the foreman on Copy 1 and forwards the copies to the labor assignment office. Approval or disapproval on the part of the labor assignment office indicated on Copy 5 which is returned to the project foreman, and by him to the worker.

The return of the approved Copy 5 constitutes the authority to make the necessary change on the time report.

When transferred to another project, the notice to report for work on project, W.P.A. Form 402, is used. Copies of Forms 402, 403, and 404 should be provided by the leader and passed around in discussing their use. The leader should see that questions are raised and that every foreman fully understands just what items are called for and filled in by him on W.P.A. Forms 403 and 404. Details regarding the use of the various employment forms may be found in Sections 1, 2, 4 and 5 of Chapter XIV of the W.P.A. Handbook of Procedures.



PUTTING THE RIGHT WORKER ON THE RIGHT JOB

Questions to be Considered in Placement

Education

How much schooling does the job require?  
How far did the worker go in school?  
Is his schooling adequate for the job?

Special Training

Is a trade school training course required?  
Is apprenticeship training necessary?  
Is a license or certificate required?

Experience

Just what kind of practical work experience does the job need?  
How long must a man have worked at such a job?  
Will a beginner, a helper, an apprentice, or a journeyman do the job?

Work Skill or Ability

Just how expert a workman is needed?  
Can an average worker do the job?  
Is unusual skill needed? Does worker have his own tools?

Special Skills

Does the job require specialized abilities?  
Does it need a man who can read blue prints?  
Does it require familiarity with special tools or equipment?

Intelligence

How much brain work is needed to do the job?  
Does it take a man much keener or more alert than the average?  
How much judgment or common sense is required?

Ability to Get Along with Others

Does the job require a lot of cooperation with others?  
Are there many contacts with other workers or with the public?  
How well does the worker need to keep his temper, keep cool, and control his feelings?  
Does he need tact and must he "wear well" with others?

Reliability: Dependability

Does the job need someone you can trust to the limit because valuable property is involved?  
What is the dependability record of the worker whom you are considering for the job? Should his references be checked?

Initiative: Resourcefulness

Is the job closely supervised and only a routine one?  
Or does it require an energetic "self-starter" who will work on his own?

Physical Condition

Can the job be well done by a worker who is

Weak or frail?	Hard of hearing?
Overweight?	Very short or very tall?
Crippled?	Awkward, clumsy?
Color blind or has poor eyesight?	



Outline No. 6

NOTES

GIVING ORDERS

Purpose of the Conference:

1. To discuss the general principles involved in giving orders that will be properly carried out.
2. To consider the manner in which instructions can best be conveyed to various types of workers -- should they be direct, in the form of a request, or suggestive?
3. To determine when detailed or written orders should be used in place of general oral directions.

Statement by Discussion Leader:

A most important consideration in supervision is the way in which orders should be given in order to be effective. Carelessness in giving orders results in confusion and misunderstanding and may result in loss of time, spoiled work, injury to workers, or even loss of life.

In his relations with others, the average person takes far too much for granted and assumes that the persons to whom he is speaking understand him when that may not be the case.

In giving instructions there is a wide range of possible procedure, the choice depending upon the worker receiving them. A willing and experienced worker merely needs a brief word of comment or suggestion as to what is required. A dense or careless person requires a painstaking explanation of just how to proceed.

Discussion Plan:

Important Points in Giving Orders: The leader may open the discussion by asking for suggestions related to the general principles or points to be observed in giving orders. These are listed on a chart in response to such questions as: "How do you usually give an order? What do you take into consideration? In your experience what are the more important points to be observed when you give an order? What have you found necessary to get results?" The suggestions developed are listed along the lines of Chart I which may be compared with the blackboard chart to insure completeness.

The giving of orders is similar to the teaching process, since an order is merely a condensed form of instruction on a given job. Many of the principles involved in training which will be discussed in other foremen meetings are therefore to the point in this connection.



The leader should then point out that a number of mistakes are frequently made by supervisors in issuing instructions: (1) A foreman may speak indistinctly, mumble his words, or may not select them carefully enough to convey his meaning. (2) He may not arrange his instructions in logical order, as a result of which they are confusing. Lengthy and involved directions should be carefully organized in advance. (3) Frequently the foreman may wrongly assume that the worker understands just what he is talking about when this is not the case. (4) He may take it for granted that the worker has the skill to do a given job when he has never done it before.

It is especially important in dealing with more intelligent workers, in order to arouse their interest and maintain their cooperation, to explain the why and wherefore of a given order and discuss the best methods of carrying it out in such a way as to have them feel that they have had a part in planning the job.

When an order has been given and is thoroughly understood, it is bad practice for the supervisor to stand over the worker and give him detailed suggestions on each and every point; the worker should be given a feeling of responsibility by being allowed to work on his own until the job is finished or until he runs into difficulties.

Four Ways of Giving Orders: The manner in which instructions are delivered may be classified under a variety of headings. Four main types of delivery are ordinarily given consideration and are discussed below. The leader should first endeavor to get his group to suggest these four types and if he does not succeed, then supply them himself.

1. The direct method of command is by straightforward, positive statement -- "Do this" or "Do that"; this should not be too harshly delivered or it may be resented. Its use places the entire blame for the outcome on the foreman if the job miscarries. The manner of the direct order may be modified to a friendlier form: "let's do this or that".
2. To those workers who are "touchy" or sensitive or who need special consideration, the order may need to be couched in the form of a request -- "Will you do this or that?" Sometimes an assignment may be best presented as a challenge to the worker's ability and ingenuity: "I wish you would see what you can do with this."



3. A milder form of order-giving may involve practically no directions whatever. This is the form of suggestion. Here the supervisor merely needs to talk over the job to be done with the worker and the latter goes ahead on his own initiative and does what is needed. Such an arrangement approaches that of a partnership. It should be noted that the term "suggestion" as used here does not mean that the foreman suggests how the job shall be done. He merely suggests that it needs doing. This point should be made clear to the group.
4. A final type of instruction is rarely used but is sometimes necessary. This is the call for volunteers, usually used only when disagreeable or dangerous work is involved. The foreman will usually get the best results if he is ready and willing to help in the work for which volunteers are requested.

There are many variations and modifications of the three general types of order-giving. The important thing is to select the right method of approach, one which will match the individual worker's own particular temperament and the immediate situation.

A chart similar to Chart II should now be worked out by listing various types of workers or situations under the various ways in which instructions may be given. A chart of this kind will be valuable and interesting if members of the group are asked to cite specific individual cases of giving orders from their own experience.

When to Use Detailed and Written Orders: A brief discussion may then follow concerning the situations or circumstances in which it is desirable to go into extensive detail in issuing orders. Some instructions may be brief and others extensive. "When should orders be elaborated? What are the advantages and disadvantages of giving detailed instructions in which every item is fully covered?" Data similar to that contained in Chart III should be developed from the group and shown on the blackboard by the leader, thus enabling the group to agree as to the occasions on which detailed orders are needed.

Although written orders are less common on W.P.A. projects, it will be worthwhile to spend a few minutes in discussing the occasions on which such orders should be used in place of oral instructions. A chart along the lines of Chart IV will result. Charts III and IV may be reserved for future use if time does not permit their completion.



## GIVING ORDERS

### CHART I -- IMPORTANT POINTS IN GIVING ORDERS

1. Inform yourself before giving orders
2. Assign work in the light of what the worker can do
3. Give precise yet brief instructions
4. Repeat if not understood
5. Don't take understanding for granted
6. Ask if orders are clear
7. Control temper; avoid profanity, abuse, sarcasm
8. Demonstrate operations when necessary
9. Adopt a manner suitable to the individual worker
10. Do not give too many orders at one time
11. Do not assign more work than can be done
12. Put difficult or complex orders in writing
13. Explain purpose if necessary
14. Check up and correct what the worker does
15. After an order is given, don't nag or stand over the worker

### CHART II -- WHEN TO USE VARIOUS TYPES OF ORDERS

#### A. Command

1. In case of danger
2. For the lazy or indifferent worker
3. To the careless man
4. When the workman refuses to obey safety rules
5. To workman who refuses to do the work as he is told
6. To the chronic objector or "talker"
7. To stop waste or delay
8. To the disobedient worker

#### B. Request

1. To the touchy or sensitive worker
2. To the untrained worker
3. To the nervous, irritable worker
4. To get a little more work done
5. To the man who is interested in his work
6. To a person of equal footing
7. First time you reprimand or caution a worker
8. To avoid making a man sore
9. To an older man
10. To the "hard boiled" man
11. To do a difficult job in a particular way

#### C. Suggestions (for fully experienced workers)

1. When improved methods are sought
2. To the man who assumes responsibility
3. To the man who is trying to get ahead
4. Try it out with a new group of experienced workmen
5. Use it to develop initiative

#### D. Call for volunteers

1. Dangerous jobs or accidents
2. Disagreeable jobs
3. Extra heavy work
4. Working over time
5. For a skilled worker to do a special job



CHART III -- DETAILED ORDERS

Disadvantages	Advantages	Recommendations
Imagined insult to intelligence Not flexible enough Discourages initiative Puts damper on man's ambition Takes more time Hard to cover all situations Removes sense of responsibility from the workers Curtails suggestions Makes operation appear complicated Reduces job pride Discourages new man Antagonizes old man	Dispels doubt Standardizes procedure Tends to eliminate accidents No chance to "pass buck" Eliminates bad operating practices Protects foreman and administration Facilitates training Less follow-up required Promotes supervisor's peace of mind	Use detailed orders:- a. When hazards exist b. On a special job c. On infrequent jobs d. For men with limited experience e. Where standard procedure is desirable f. When process or equipment is changed g. Where willingness is lacking h. In teaching Consult with practical workers in formulating rules

CHART IV -- WHEN TO USE WRITTEN ORDERS

When worker is slow of understanding or forgetful

When precise figures or complicated details are involved

When it is desired to hold the worker strictly accountable

When the order of operations is important and needs to be followed exactly



Outline No. 7

SAFETY AND ACCIDENT PREVENTION -- 1

NOTES

Purpose of Conference:

1. To discuss the responsibilities of foremen in safety activities
2. To consider the various possible causes of accidents, concrete cases attributable to these causes, and how the causes may be minimized.

Statement by Discussion Leader:

The prevention of accidents on a work project is an important responsibility of every W.P.A. foreman. Accident prevention is largely a matter of vigilance, education, and cooperation. Continuous and careful attention on the part of supervisors and foremen can be made to produce a perfect safety record.

Accidental injury or death is particularly tragic in the case of a worker on relief. The W.P.A. foreman's responsibility in the field is therefore increased. He must show his men the correct and safe way to do their work instead of merely hoping that everything will be O.K. He needs to cooperate closely with the safety inspector on his project. Safety inspectors are employed to help the foreman and not to run his job.

Discussion Plan:

Procedure: Discussion topics at meetings devoted to safety and accident prevention are of two kinds, the first dealing with general questions of ways by which the foreman may assist the safety program and the second concerned with more specific or technical facts relating to accident prevention and first aid. General discussions on safety can be led by any trained conference leader who knows something of safetywork, but technical instructions relating to safety precautions and devices must be supplied by technically trained safety personnel. Any number of conferences may be held on various aspects of the safety program. They may, if desired, be entrusted to someone designated by the State safety consultant or District safety inspector, but it is better for the leader to conduct the first of the two meetings here outlined.

At each meeting devoted to safety, a safety representative should be present. The following outlines may be modified or expanded, depending upon local demand, and are submitted only as a guide to suggest some of the topics which may be discussed. The discussion leaders must adapt each outline to specific local safety needs. In those districts in which an extensive safety program or training course has been undertaken, the two discussion outlines here presented should be omitted from the series.



The Foreman's Part In the Safety Program: W.P.A. executives, the foreman, and the workers are all concerned in accident prevention. The management through the safety division must initiate accident prevention programs and safe practices and provide safe equipment and working conditions. The workers must learn to work efficiently and safely, cooperate with their fellow workers, instruct them in safe practices, and assist the foreman in locating work hazards. Since the timekeeper frequently serves as a general assistant to the foreman, he has a special opportunity to interest himself in accident prevention when so instructed by his foreman.

The group should first be asked to list the responsibilities of the foreman in a safety program. "What is he expected to do to prevent accidents? How can he reduce their number? What are his duties in the safety program?" The responses developed from group discussion are then listed in a chart similar to Chart I. Not more than 10-15 minutes need be spent on this.

At this point it is of value to spend a few minutes in determining the exact relationship of the foreman and a specially appointed safety inspector who may be on the project. "Is the safety inspector responsible to the regular work foreman? Does he report only to the District safety division? Does the presence of a safety inspector reduce the work foreman's responsibilities for the safety of his crew? Are there any indications of overlapping?" The policy of the district safety division on these points should be briefly discussed by the safety representative present, who should endeavor to iron out any misunderstandings which may be apparent.

Causes of Accidents: Accidents are usually attributable to some shortcoming on the part of the worker or his foreman. In discussing the causes of accidents, a blackboard chart should be worked up listing causes such as are shown in Chart II. Only the titles and not the definitions need be shown.

Each of these causes should then be thoroughly discussed by the group in terms of a concrete example or two out of their experience. For each such situation, the facts of the case should be stated and the group should discuss what happened and what can be done to reduce the hazard. Useful chart headings are "Cause", and "How correct".

As an example of such discussion, in the case of an accident happening to a worker who is inexperienced or improperly placed, the following may be cited. An office clerk is assigned to shoveling dirt. In consequence he is awkward and strains his muscles. The remedy is, of course, to change him to other work or, if that cannot be done, to start him on easier labor and encourage him to have patience.

Another case to illustrate the lack of adequate instruc-



## NOTES

tion is that of a group of men loading rock into a truck from both sides. When the truck was being loaded, a worker threw a rock onto the load which bounced off on the other side hitting another worker on the head. This case naturally opens up a discussion of the proper method to be followed in loading a truck with rock. This may bring up the whole question of truck loading and make it necessary to consider (1) what is to be loaded, (2) the conditions under which loading takes place, and (3) how it is to be done.

Discussion of this kind is worthwhile as it invariably fixes responsibility upon the foreman for the whole job under him and everything that happens on it. If this procedure is followed up, more than one meeting may be required to complete this outline.



## SAFETY AND ACCIDENT PREVENTION

### CHART I - FOREMAN'S RESPONSIBILITIES IN SAFETY WORK

Observe and correct hazardous conditions or unsafe practices  
Instruct workers in safe working procedures  
Maintain good housekeeping on the job  
Place men to best advantage for safety  
See that safety posters and first-aid kits are on the project and that safety equipment is used when necessary  
Provide a safety bulletin board  
Prepare accident and compensation reports  
Assist in first-aid (if properly trained)

### CHART II - THE CAUSES OF ACCIDENTS

LACK OF CONCENTRATION - This is a prime cause of accidents. It means a lack of concern on the workman's part. His mind is not on what he is doing. On account of his lack of attention he is not aware of the hazards that may be present and therefore does not avoid them. It is a source of danger not only to the particular worker but also to those with whom he is in contact.

INEXPERIENCE - A "green" worker is not familiar with the hazards accompanying a piece of work and consequently does not know what to look out for. Also, he is apt to be so concerned with the particular thing he is doing that he fails to notice surrounding hazards. It is necessary for the foreman to give the new man extra attention.

DULLNESS - A man may be ignorant regarding kind of work to which he has been assigned, or he may be lacking in intelligence. If a man is ignorant of the work, he can be instructed, but if he is incapable of receiving instructions, he is a misfit. In other words, a man should have sufficient intelligence to handle the work that is assigned to him - otherwise, it is not safe to have him around.

UNSAFE METHODS AND PRACTICES - This means wrong methods and practices - wrong operations - wrong ways of doing the work - and anything that is wrong is unsafe, hazardous, and apt to result in accident and injury. Any improper use of a tool is unsafe, is apt to cause damage to the tool, and also result in inefficient work.

POOR INSTRUCTIONS - This is the opposite of good instruction. It may mean insufficient directions as well as no directions. If a workman does not fully understand how to do a piece of work, there is danger of accident - something going wrong. When a foreman gives a man an order to do something, he has the responsibility to explain it and show him how to do it if the man doesn't know.

POOR SUPERVISION - No job will run itself and a foreman is on the job to see to it that everything goes along as it should. If a foreman is lax in his supervision, irregularities are sure to develop, resulting in possible accidents as well as other waste.



DEFECTIVE TOOLS AND EQUIPMENT - Bad or defective tools and equipment handicap the workers, cause indifference, and create hazards that are inexcusable. The foreman should see to it that all tools and equipment in his charge are kept in good repair at all times.

LACK OF SAFETY DEVICES - Although safety devices, such as goggles, proper clothing, guards, shoring etc., do not eliminate accidents and injuries, such devices do materially lessen the danger of injury, and, above all, they tend to make the men more safety conscious, more attentive to their work, and better workmen.

#### CHART II -- THE CAUSES OF ACCIDENTS

TAKING CHANCES -- This is a sporting tendency of some men who prefer to take a chance rather than play safe. A man may like to show off. It gives him a thrill. "Taking a chance" invariably increases the danger of accident and should not be permitted. If such a man cannot be corrected through proper discipline, he should be reassigned, because he is a hazard.

HANDLING MATERIALS -- This results in many accidents and possible injuries, such as mashed fingers and toes caused by dropping things, bruises due to falling, etc. This is one kind of work where it is particularly necessary for a man to watch what he is doing and the slogan "Watch your Step!" should be impressed on men handling materials.

BAD WORKING CONDITIONS -- If men are made to work in bad conditions, due to the weather or improper work surroundings, or to lack of proper safety precautions, then indifference, bad morale and friction are likely to result, in addition to making the work more hazardous.

WORRY -- When a man worries about conditions that are foreign to the job, such as sickness at home, financial affairs or his own health, he cannot do his best work. His susceptibility to accident is increased since his mind is not on his work. This condition can often be helped by increased interest on the part of the foreman in the man and his affairs.

BAD JUDGMENT -- Many men, either through lack of experience, training, or interest, have never developed what might be termed good judgment. This is a failure to take into consideration all of the conditions and requirements of the work. Bad judgment causes many accidents.

LACK OF CO-OPERATION -- A balky horse is a source of trouble, and a balky man who won't pull with the gang, who is unwilling to do his part and cooperate with others to put over the job, is a detriment and a hazard. Sometimes such a worker can be made to see his error. Disobedience, or bull-headedness, if it is willful and chronic, does not often yield to treatment on the part of the foreman.

WRONG ORDERS -- These are directly chargeable to the foreman. Some of the most serious accidents are due to wrong orders. Anything wrong is unsafe. A foreman should carefully check his orders to be sure they are right before giving them.



POOR PLACEMENT -- A foreman takes a chance when he places a man on a piece of work that he is not qualified to do. A misfit of any kind, or a man with a physical handicap is a risk, whether in machinery or with men. A foreman should know his men and know the jobs and endeavor to fit the one to the other.

BUILDING FAILURE -- When a building is not used for the purpose for which it was designed, or is improperly built or constructed of defective material, or is old, or its floors are overloaded, there is danger of failure, with possible injury to the men working in the building and loss of equipment. Care should be taken in the inspection and use of buildings.

HORSE-PLAY -- There is no place for this on any job. This is the desire for play. Some men seem to be more interested in the jovial side of the job than in the results obtained. Such men can become nuisances to an organization and cause some very serious things to happen.

#### CHART II - THE CAUSES OF ACCIDENTS (Cont'd.)

FATIGUE - Accidents due to "man-failure" are sometimes caused by fatigue. Fatigue may be caused by the demands of the job being too heavy, the man not being suited for the particular work, over-anxiety to do good work, lack of proper rest periods, etc. A man who is fatigued becomes dull and accidents are apt to result. It is a foreman's duty to watch the men for signs of overdoing as well as loafing.

HASTE - There is the old saying that "haste makes waste". A man may work too slowly and not be sufficiently alert to avoid danger, but on the other hand he may be in too big a hurry and not be able to do properly the thing assigned to him, with the chance of making a slip. He should adopt a speed that will enable him to do a job safely and well.

IMPROPER CLOTHING - This is one of the prevalent causes of accidents. Foremen should see to it that men wear clothing suitable for the work to be done - clothing that will minimize the chance of injury to the workers.

INTOXICATION - This is no doubt self-explanatory. When a man is intoxicated he has no control of himself or anything else, and may be helpless. There is no place on any job for an intoxicated man - he is a risk.

POOR HOUSEKEEPING - Careless storage of supplies or equipment and negligence in leaving tools or machinery lying around have caused many accidents. Insistence should be made upon good housekeeping on the project.



SAFETY AND ACCIDENT PREVENTION-- 2

NOTES

Purpose of the Conference:

1. To discuss specific accident hazards with which the foremen in the group are particularly concerned, and the ways and means of eliminating or reducing them.
2. To call attention to the importance of first aid training and to acquaint the foremen with the contents of the first aid kit and the use of safety equipment.
3. To discuss the preparation of accident and compensation reports.

Statement by Discussion Leader:

The leader should briefly review the outstanding points developed by the group in the first meeting on safety and then outline the topics to be taken up in the present session. He will probably wish to rely materially on the representative of the safety division present, particularly in discussing work hazards. A compensation clerk may also prove of help in discussing the reports required for employee's compensation.

Discussion Plan:

Precautions in Undertaking Special Types of Work: The attention of the group should first be directed to the more important hazards against which precautions should be considered, in the light of the projects represented by the foremen in the group. Suggestions from the group can be brought out by questions such as these: "What are the more dangerous types of work on which you are engaged? On which do you have the most accidents? Which jobs involve special precautions or special care to avoid accidents?"

With the approval of the group, a few of the major hazards should be selected for intensive discussion. These may be such items as trenches, tunnels, excavating embankments (with danger of undermining), power machinery, trucks (driving or loading), handling of materials, explosives, falling trees, electricity, etc. If the group is not concerned with any occupational hazards, this outline should be omitted or, if desired, safety in the home, accidents in traffic and on the highways, sanitation, or the falling of persons may be taken up for discussion.

For the types of work selected, a separate chart should then be worked up with three headings: (1) Type of Work, (2) Hazards, (3) Precautions. For example, painting may be discussed. The "hazards" may be listed as danger of explosion, danger of spontaneous combustion of rags, lead poisoning, insecure scaffolding, carelessness in leaving pails standing around, etc. Under "precautions" to be observed would be listed such items as keeping paints and oils at cool



temperature, proper care of waste, ventilation, etc.

In discussing truck operation there may be discussed the precautions to be used when cranking, the importance of seeing that tires are in good shape, that end gates are closed, that gas should not be put in truck with motor running, that cab is not overloaded, etc.

For open excavating jobs with power equipment, the hazards discussed may include such items as cave-ins, overhanging ledges, slides, bad cable, broken sheaves or boom, and poor sheeting.

First Aid: Members of the training group may be sufficiently interested to devote additional time to learning first aid procedures under qualified instruction and obtain "first aid certificates" issued by the American Red Cross. How this may be done should be explained by the leader, who should obtain a list of first aid classes from the W.P.A. Education Division.

Contents and Use of First Aid Kit: Brief attention should then be called to the content, maintenance and use of the standard first aid kit supplied on W.P.A. projects. The safety representative should be asked to bring along a typical kit and show its contents.

Safety Equipment and Materials: The importance of maintaining necessary safety equipment and materials such as goggles, gloves, fire extinguishers, life belts, ropes, "hard hats", boots, warning signs, red flags, flares, shoring and scaffolding materials and barricades, should next be emphasized in the discussion. These are supplied by the sponsor for the most part. The foreman should see that they are used and understand their use.

Making Accident Reports: Project foremen are required to furnish the District Safety Inspector with a detailed report on Foremen's Accident Report, W.P.A. Form 351, of every accident occurring on W.P.A. projects. This report goes to the District Safety Office. Serious accidents must be reported by telephone or telegraph to the District compensation office at once, and deaths to the State Office. Other reports on the compensation of injured workers are prepared for the District compensation office.

Copies of standard accident and compensation report forms should be provided by the discussion leader, who should ask a safety representative and preferably a compensation officer or clerk to describe their use. Even though many foremen are not required to fill out compensation reports, it should be called to their attention that they are responsible for them and should know just what items of information are called for.

Note -- No summary charts are distributed to the foremen at the close of this meeting.



OUTLINE NO. 9

PLANNING THE WORK OF THE PROJECT

NOTES

Purpose of this Conference:

1. To discuss some of the aspects of production planning as applied to the works program.
2. To consider some of the common interruptions in work schedules.
3. To develop suggestions which will assist the foremen in systematically planning, organizing, and scheduling the work of their projects.

(Note -- before presenting this topic, the leader should visit a local library and become familiar with the principles of production planning.)

Statement by Discussion Leader:

The discussion at this meeting will be concerned with production planning and production control, with the steps involved in completing a given works project economically, efficiently, and on time.

The leader should explain what is involved in production planning and list the points shown at the top of the page of charts for this discussion.

There are three main points or divisions of planning involved in maintaining work schedules. These are routing, scheduling, and dispatching. Routing deals with where, how, and by whom. Scheduling deals with when and how much. Dispatching gives the word to go.

Discussion Plan:

The Need for Planning: The discussion should start with a brief consideration of concrete experiences from members of the group dealing with occasions on which work schedules have broken down. "What are the reasons why certain projects have been delayed? What happened? What was wrong? What were the evidences of inadequate planning or scheduling? What are the biggest difficulties which W.P.A. foremen meet in trying to maintain a set work schedule?" Specific examples should be obtained from the group and discussed for ten or fifteen minutes.

In connection with the foregoing discussion, the leader should point out that the instances of breakdown of work schedules should be restricted to those which could



have been avoided. Delays or difficulties due to bad weather conditions should not be considered because nothing can be done about them.

This introduction will give the group an idea of what is meant by planning and suggest its importance in the industrial world. Such planning lays out a more efficient pathway for work to follow on a project, figures out ways and means for accomplishing the journey, and provides a guide to see that the project sticks to its path and arrives on scheduled time.

At this point the discussion leader should tell the group that while at first the more involved aspects of planning may not seem applicable to them and to the type of construction projects on which they are employed, the fact is that planning is very much to the point. He may point out that large manufacturing and construction firms have done precise planning for years and that it is to the advantage of the W.P.A. foreman to know considerable of the subject in order to improve himself for private employment. He may also suggest that a large per cent of failures on the part of small building contractors in the past has been due entirely to their failure to plan, schedule, and determine their costs in advance. The further application of basic principles of management in W.P.A. will greatly improve and expedite project operations.

If the desirability of production planning is conceded, how can its general purpose be met? The general or basic problem is to plan all work so that employees, tools, equipment, and materials are profitably employed. "But just how can this be done? What detailed steps, operations, or activities are involved? Which come first? Just what does planning have to do with materials, man-power and time?" Discussion of these questions should bring out suggestions which can be summarized in terms similar to the general principles set forth in Chart I.

A few minutes may then be devoted to the question of who is responsible for production planning. The group should develop the fact that such responsibility varies with the size and nature of a project, just as the amount of planning necessary will vary among projects.

On a small project or in a small work shop, little planning is needed except that done by the foreman who is in close enough touch with the work to push it through. On a simple grubbing and clearing project it is an easy job to assign workers and keep them busy.

On a very large building construction job where the work of floor layers, tile workers, plumbers, electricians,



painters, and other craftsmen must be dovetailed systematically and materials and equipment brought together at the right times, far more planning is involved. As in the case of a large factory or an extensive works project, it may be necessary to set up a distinct department with the sole function of planning. The planning department may also prescribe how the work shall be done and what procedure shall be followed, thus becoming an important factor in supervision.

On W.P.A. projects, it is generally assumed that the engineers and general superintendents are responsible for planning work. When they have not done so, or the scheduled plans do not work out, the foreman has a unique opportunity to organize and control the progress of the work. This he should be prepared to do. Even though he may not have full responsibility, he can go a long way in improving efficiency by carefully planning all details.

Routing: After information is at hand regarding the nature of the work to be done, the next step is that of routing or determining where, how, and by whom work is to be done. "What does routing involve? What are some of the decisions to be made in determining the pathway of materials to be worked on, or the sequence of operations?" Although there are many variations in the details, the general principles of routing should now be brought out in part through group discussion and listed along the lines of Chart II.

The group may then consider various devices or forms which may be used in routing. If some of its members have had factory experience, they will be better able to discuss the topic. The leader should obtain samples of production control forms used by large manufacturing firms in the district and use them for illustration. The discussion may bring out the use of a route sheet (one for each lot of material) which lists the operations required, tools needed, and time estimates.

The systematic keeping of a route file involves the preparation and use of individual job tickets. In large projects or businesses, route charts may be employed. These devices are not used on most work projects but the foreman must nevertheless obtain results by improving upon methods, bettering workmanship, inspecting the work, and properly scheduling and expediting it. He can therefore use information relative to a systematic method of advance planning to good advantage.

In showing just what information needs to be set down on paper in routing and scheduling a project, the following chart should be entered in advance of the meeting by the leader and used to illustrate this point.



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Route Sheet or Operation Analysis may Contain

Name of job or product and number of units to be produced  
Names of operations involved;

For each successive operation:

Materials required

Equipment or tools to be used

Number of man-hours needed

Types of workers required

Drawings, blue prints, or instructions needed

Time of starting and completion (or pieces  
per hour to be produced)

Order or sequence in which operations and inspections are  
to be handled.

---

Scheduling: The scheduling of work includes setting the time for starting and completing a job and the time sequence which parts of the project shall follow. Routing decides the pathway while scheduling determines the volume of flow.

Scheduling work on a project and more particularly in manufacturing, is like scheduling trains on a railroad. The number of tracks is limited and the movement of trains must be carefully planned. On a work project the equipment and space is limited. The sequence of operations must be planned. For example, it would be foolish to send for pipe layers before a trench is dug. When the foreman knows just what and how much work is to be done and knows how long the various steps will take, it is possible to predetermine the time of completion of each part of the project.

At this point, the leader should sketch the high points of Chart III on the board.

Dispatching: With the order of work properly scheduled, effective dispatching makes possible the completion of the work on schedule time. Dispatching orders the work done in accordance with the routing and scheduling previously determined.

The group should next consider just what dispatching involves, in more specific fashion. "How do we dispatch? What are the mechanisms involved? What is their form and how do they function?" The result of such a discussion, largely handled by the leader, will result in a chart like Chart IV which should be shown on the board.



It may be possible for the group (if drawn from a factory town) to elaborate in greater detail on the various devices or mechanisms used in dispatching, although these are ordinarily only found in large manufacturing plants. In simple terms, dispatch control involves a control board or chart, a route file, and a time clock or time stamp. Control boards may be very elaborate devices. In certain plants all dispatching may be done from a central dispatch booth along the lines of a railway station signal tower.

In dispatching, or ordering work done, the leader should bring out that foreman wherever possible should set a standard task for the day's work by any gang working on a uniform job. A tremendous impetus is given the crew when this is done; in the morning, the foreman in charge of a trench digging job, or road job, for example, may say: "Well, men, today we are going to go this far." A daily stint can also be applied with success to many individual workers. When two crews working side by side on identical work can be brought into competition, the results are even better. This is the same principle as the quota in piecework manufacturing or in a sales campaign. The daily task should not of course be stepped up beyond what is fair and reasonable.

Some of the foremen in the group may point out that workers whose jobs are uncertain and insecure cannot be expected to put forth much effort even when a daily task is asked of them. The obvious reply is that the federal government is definitely committed to work in place of relief and that any man who does his work well may expect to have his services continued under other projects or works programs.

Planning a Works Job: After the general principles of planning have been discussed as above, if twenty or thirty minutes remain, the leader should have the group map out an estimate or plan for a small works job, taking an illustration from their own experience. Figures for amounts of materials needed and man-hours required will of course be approximations. The job may be grading a small piece of road, putting in curbing, building a fence, laying a length of sewer, or some similar example of relatively simple nature. For a women's group, sewing a certain lot of garments or canning a certain quantity of vegetables may be appropriate.

For this analysis, the leader has already headed up two charts, hung side by side. The first bears the headings:



Order	Operations	Workers Required	Man Hours
		No. Classif'n.	

The second may be headed:

Tools and Equipment Needed	Materials Needed	Start	Finish
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The column headed "Order" is used to indicate the sequence of the operations. In the "Start" and "Finish" columns are entered the appropriate dates. From such a listing, the group will more readily appreciate the need for doing precise paper work in laying out a job.

If time permits, or if interest has lagged in the course of the discussion on planning, necessitating a change of objective, the leader may direct the thinking of the group into ways and means of increasing one's own personal efficiency or systematizing personal work habits. A useful device in this connection is for the foreman to prepare a work plan on paper for each day in the week showing his regular and special or occasional jobs.



PLANNING THE WORK OF THE PROJECTProduction Planning deals with:

1. What is to be done.
2. When it is to be done.
3. Where it is to be done.
4. How much is to be done.
5. How rapidly it is to be done.
6. How much it will cost.

There are three main divisions of planning to maintain work schedules. These are routing, scheduling, and dispatching. Routing deals with where, how, and by whom. Scheduling deals with when and how much. Dispatching gives the word to go.

CHART I -- WHAT DOES PLANNING INVOLVE?

Personal investigation of the site or location

Coordination of all productive facilities (Men, Money, Materials, Equipment)

Detailed or exacting study of each work operation involved

Directing the order or sequence of work to secure --

1. Proper materials and equipment when needed
2. A uniform flow of work
3. Prevention of waste and loss of materials
4. A steady volume of work for each worker

Keeping records of production and costs

Charting the progress of the project as each part is finished

CHART II -- THE SCOPE OF ROUTING

Determining which operations are involved

Fixing their order

Deciding on tools or equipment to be used

Deciding on kinds of trade or skills and number of men needed

Indicating when and where inspections shall be made

Determining the units, parts, or manufacturing lots into which the project is to be divided.

Providing whatever instructions, route sheets, forms, or records may be needed

CHART III -- THE SCOPE OF SCHEDULING

Determining the time factors involved (time needed to get equipment, materials, and men; weather conditions, etc.)

Setting the time for starting and completing the project

Setting the time required for each operating stop or part of the project

CHART IV -- THE SCOPE OF DISPATCHING

Assigning work to workmen and equipment or machines

Reassigning such work to meet changing conditions

Sending tool and material lists to tool shed or supply room in advance of need

Moving materials from one operating or inspection point to the next as needed

Keeping a time record of the start and completion of each part of the job

Recording spoiled or defective work and having it replaced

Recording idle time of workers and equipment and eliminating it in the future



OUTLINE NO. 10

## WHAT HINDERS EFFECTIVE COOPERATION?

NOTES

Purpose of the Conference:

1. To develop an understanding of the meaning and the value of cooperation.
2. To determine, by analysis, what hinders effective cooperation on W.P.A. projects.
3. To agree on ways by which a foreman may improve the cooperation he extends to others and obtain better cooperation from others.

Statement by Discussion Leader:

Cooperation is a much overworked word. Many persons talk about it but restrict its meaning to what they expect the other fellow to do. They forget that cooperation is a two-way process and involves them also.

The word not only means "getting along together" but "working together" to common advantage, for the best interests of all concerned. There is a big difference between getting along together and working together.

Men are made for cooperation, like hands, like feet, like eyelids and the rows of the upper and lower teeth. No organization, in industry, business, or government, can continue to operate successfully with sand in the gear box, when there is a lack of cooperation among its individuals or its departments and divisions. In the last analysis, cooperation is an individual matter; where it does not exist, the fault lies with the individuals involved; something is wrong in their personal relations. Fairness and loyalty are the two most important factors in winning cooperation.

Discussion Plan:

The leader may very properly follow up his introductory remarks by making sure that the foreman group is definitely agreed as to the need for cooperation. "Is there any question in your minds as to the need for cooperating?" "Just what do we mean by cooperation -- can you give some definite examples of wholehearted cooperation?" "What are some of the reasons why we should seek cooperation?"

After this point the leader should bring out emphatically that it is necessary for a foreman to cooperate with his workers and superiors before he in turn can hope to gain their cooperation. He should also point out that cooperation may exist on different levels of authority. It may be extended upward, downward, or on the same plane. Cooperation may, therefore, be lacking between:



1. Workers on a project.
2. The supervisor and his men.
3. The supervisor and his superiors.
4. Supervisors on different projects (or departments).

However, when the effects, causes, and remedies for lack of cooperation on any level are analyzed, they will be found to be very similar and can generally be considered at the same time.

Turning to the effects or results of the lack of cooperation, it will be desirable to spend a few minutes in emphasizing how serious such a situation can be by making a partial list of specific evidences or results. "How can we spot evidences of poor cooperation?" "What happens?" "What are specific effects of the lack of cooperation?" "What occurs when there is disagreement or inability to get along with others?" The responses from the group are listed. They will resemble the items shown in Chart I. This can be developed in ten or fifteen minutes.

The major chart for this meeting should then be developed along the lines of Chart II, an effort being made to bring out as many of the points shown in that chart as possible. The column to the left should first be developed in answer to questions such as: "What hinders good cooperation?" "Just what are the causes of lack of cooperation?" "What are the reasons cooperation does not exist in a given situation?" The leader should point out that in this chart the group is particularly concerned with causes rather than effects but that some items, such as "lack of interest" may both cause a lack of cooperation and at the same time result from its absence. After a good list of causes has been quickly listed, each should then be discussed by getting specific cases from the group.

The right hand column is then filled out by the leader, obtaining the data from questions such as "For each of these causes or situations which hinder cooperation, what can be done to eliminate it?" "How can we remedy each of these conditions?" Each cause should be successively numbered so that the corresponding remedy can be identified in the parallel column.

The development of this chart should bring up situations out of the experience of members of the group and should, deal with actual problems of cooperation which they are facing. The following situations are typical of such discussion topics:

1. A W.P.A. foreman on his way home passes another street repair project and sees a workman about to spoil a piece of curbing on which he is working. The foreman of the project does not seem to be on hand. What should the first foreman do under the circumstances?



2. A conscientious but rather stubborn worker has been placed in charge of tools and supplies on a project. His foreman has told him not to give out anything except that which is requisitioned by the foreman. An emergency requires a certain costly tool in the absence of the foreman. One of the workmen demands the tool from the storekeeper and when it is refused without a requisition, gets into a fist fight with him. The project engineer appears on the scene and is also refused the tool. The engineer "fires" the storekeeper who denies the engineer's right to discharge him and claims he was merely following the foreman's orders. Who and what are to blame? What is wrong?
3. A foreman leaves and his place is taken by a young man from another gang. He has considerable experience but the gang is sour because they believe that some older man from their own group should have been promoted. They carry out orders, but indifferently. They never do any more than is asked, never use initiative or their own judgment. It is hard to determine whether the men who hoped to be promoted are themselves stirring up trouble or not. This situation goes on for a month. What can be done about it? How can the foreman meet the situation?

After the major points in Chart II have been brought out, basic principles of improving cooperation -- with the workers, with superiors, and with other foremen or departmental representatives -- may then be developed as shown in Chart III. This chart lists ways and means of remedying a lack of cooperation in more general terms than Chart II. It really sets forth broad principles that may require considerably more suggestion and direction on the part of the discussion leader to develop its content. It may, therefore, be necessary for him to summarize the discussion by reading the chart items to the group or passing out mimeographed sheets for discussion.

Before closing, the leader should summarize the high spots of the discussion, re-emphasizing the importance of thoroughgoing cooperation.



COOPERATIONCHART I -- EVIDENCES OF POOR COOPERATION

Poor work	Tardiness
Work schedule delayed	Poor housekeeping
Low production	High costs
Sour or surly workers	Failure to obtain materials
Loafing on the job	"Passing the buck"
Friction or fighting	Interrupted service
Increased accidents	Lack of interest
Disrespect for authority	Labor agitation
Many absences	Numerous "kicks" or complaints

CHART II -- WHAT HINDERS GOOD COOPERATION?

CAUSE	REMEDY
1. Delays in pay check	1. Foreman report facts; management cut red tape
2. Conflicting orders	2. Define lines of authority
3. Ignorance of the facts	3. Better understanding
4. Broken promises	4. Make them good or explain
5. Lack of recognition	5. Give proper credit
6. Jealousy, envy, selfishness	6. Separate jealous workers
7. Misunderstanding	7. Training; clean-cut orders
8. Disrespect for authority	8. Better discipline
9. Stubbornness; "big head"	9. Heart-to-heart talk; warning
10. Unreasonable demands	10. Understanding; consideration
11. Poor health	11. Medical attention
12. Poor or insanitary working conditions	12. Improve them
13. False rumors	13. Squelch them; be frank
14. Favoritism, discrimination	14. Play no favorites
15. Work too monotonous	15. Vary assignments
16. Improper work assignment	16. Reassign or rotate
17. "Butting in"	17. Mind own business
18. Inadequate equipment	18. Arrange for more
19. Duplication of effort	19. Improve organization
20. Low wages	20. Social service assistance Reclassify if possible Develop supplemental rewards
21. Lone-star worker or trouble-maker	21. Isolate
22. Indifference, thoughtlessness	22. Determine the reason; correct it; personal talk
23. Hard-boiled supervision	23. Substitute humane supervision
24. Poor planning or scheduling	24. Plan in advance
25. Favoritism or "pull"	25. Don't play favorites
26. Nagging the workers	26. Provide proper supervision



CHART III - WAYS TO INCREASE COOPERATIONIn general:

1. Definitely delegate and assume responsibility.
2. Maintain plenty of energy, good health, and good humor.
3. Plan ahead to avoid a jam.
4. Make no promises you can't carry out
5. Maintain a proper balance between zeal for your job and group, and the interests of W.P.A. as a whole.

With Superiors:

1. Make sure you understand what the boss wants.
2. Do not bother him with details or for advice unless you have to.
3. Make all reports promptly and accurately.
4. If you lack confidence in those over you, resign.
5. Put up with inconvenience or overtime when an emergency requires.

With Subordinates:

1. Issue clear and precise orders; make sure they are understood.
2. Let your workers know you have confidence in them.
3. Do not overload them with work or responsibility.
4. Assign only such duties as can be done well.
5. Ask for no work you would not be willing to do yourself.
6. Provide adequate equipment and good working conditions.
7. Make no promises you cannot carry out.
8. Encourage workers to improve their skills and opportunities.
9. Plan, organize, and schedule job operations precisely.



OUTLINE NO. 11

## THE FOREMAN AS INSTRUCTOR

NOTES

Purpose of the Conference:

1. To consider the general value of employee training.
2. To stress the importance of having the foreman qualify as an instructor.
3. To suggest the need for a precise and systematic plan and procedure in giving instruction.

Statement by Discussion Leader:

One of the foreman's major functions is his work as an instructor. Every foreman should strive to be a good instructor. In the majority of manufacturing plants all of the job training is done by foremen and even in those in which training departments are maintained they are by no means relieved of all training responsibilities. Similarly in the works program most of the responsibility of training workers to do better work in their trades or of retraining them along other lines rests on the foreman.

Such training provides workers with an opportunity for developing their skills and for increasing their efficiency. Training greatly increases the prospect of a successful works program by supplying more efficient workmen, thereby increasing production, building morale, and reducing accidents.

Teaching is a trade in itself and skill in teaching must be acquired in order to produce trained workers. Teaching an occupation is quite a different undertaking from doing it. This the average foreman does not realize. Far more is involved in training than appears at first glance. Numerous points must be considered if effective instruction is to be had. In view of the many facts to be considered, the discussion outlines on training are divided into five parts, for each of which at least one meeting will be required.

Discussion Plan:

Why Workers Need Training: The desirability of training is generally admitted but it will be well at the outset of this meeting to spend about twenty minutes in bringing out the desirability of training in general, with special reference to the needs of W.P.A. The common reason for training in industry is the cost of breaking in new employees -- estimates of the cost range from five dollars to two hundred and fifty dollars or more per worker. This argument is less significant with the W.P.A. where training is, however, nevertheless most important.



## NOTES

At this point the leader should develop an outline on the blackboard along the lines of Chart I by listing responses in reply to such questions as these: "What are the advantages of training workers? What are the disadvantages? What benefits result to the management? Why are the workers benefited?" After the advantages and disadvantages have been listed on the board it may be worthwhile to discuss the question as to which are the most important advantages and number them 1, 2, 3, etc., on the board in order of importance. A column for disadvantages to the worker may be included but is usually unnecessary since no disadvantages are apparent with a sound training plan.

Who Should Do the Training?: A few minutes may then be spent in discussing the various methods by which instruction may be imparted. "Should the foremen do all the training? Should a straw-boss be entrusted with it? Should an experienced man be assigned to breaking in green hands? If so, should the best, the fastest, or the oldest worker be assigned? Should a central training staff give the training and make use of special instructors? Is there apt to be confusion of authority when instructors rather than foremen do the training?" No chart need necessarily be developed in connection with these questions.

In discussing the question of who should do the training, the leader should head off any conclusion to the effect that training should be entrusted to the best worker or to a straw boss by pointing out that neither may be able to impart the necessary information to the learner. Furthermore, many good workmen are selfishly unwilling to disclose what they know. If there is any general conclusion possible with reference to W.P.A. it should be that for the most part the foreman himself cannot dodge his responsibility for training his men.

How Should an Operation be Taught?: The group should then be asked to consider the various means, methods, or mechanics of teaching any operation. Since its members have probably not given much thought to the ways and means of setting up a formal training program, the responses to the problem will vary widely. Some may be beside the point but, in order to bring out differences of opinion and give consideration to any and all possible methods of teaching, a chart should be developed by the leader. Responses similar to those contained in Chart II will be obtained from leading questions: "What are some of the ways in which you go about training a worker? Just what do you do in teaching a man to do his job? Do you explain it? Do you do the job? What are the various steps of procedure? Is it enough to show a man how?" The purpose of this chart is to suggest that the group has no well defined plan or notion of training. Each foreman may have different ideas.

The leader should then comment on the differences of opinion and the number of methods recommended and suggest that these



facts suggest a need for getting a better agreement and learning more about the mechanics of training. He may ask: "Are we up against a different kind of a job when we train a man than we are when we're supervising a production job? If so, let's compare the two."

Instruction Differs from Production: The leader then steers the group into a discussion of the differences and similarities between what the skilled worker and supervisor do in the ordinary course of production as compared to what the foreman-teacher does when he instructs. The foreman needs first of all to be an experienced worker and on top of that to know something of the trade of teaching so that he may carry over his skill to the workers under him. A comparative chart on production and instruction should be developed with as much assistance as can be obtained from the group. The leader will need to study this chart and line up his approach carefully in order to get the appropriate responses. This can be more readily done in advance if the left-hand column of Chart III is filled in by the leader and the headings "production" and "instruction" are entered over the second and third columns. The group then supplies information for the second and third columns.

The chart filled in, the discussion leader should go through it pointing out the items in which the two jobs are alike (they both produce something), but in particular emphasizing how they differ. Such emphasis will help sell the foremen on the need to know something of teaching methods.

Right and Wrong Ways to Teach a Job: In order to sell a group on the all important idea that there are excellent and successful methods of teaching as well as poor and inefficient methods, the leader at this point should be prepared to give a few demonstrations. The group will find this of keen interest.

At the outset the leader says: "Someone here give an order", without announcing his purpose or designating any one person. Someone in the group will then tell another to close the door, open a window, move a chair, or give some similar instruction. Fault can then invariably be found with the way in which the instruction was given and this is pointed out to the group by the leader. Loose orders, including the original one given by the leader when he asked someone to give an order, frequently omit the who, the how, the when, and the why.

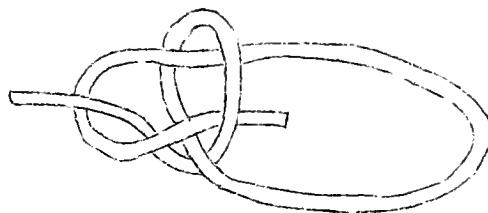
The leader next tells a member of the group to "go and lift -----", pointing to one of the heaviest men present. The man giving the order attempts to lift the individual designated with more or less success. Someone in the group will usually suggest that he needs more help. (This is usually the way of meeting any difficult situation out on a project, by placing more men on it.) The leader then tells three more men to join



the first and lift the heavy man as he sits in his chair. He should make sure that they do not lift him too high or so carelessly that an accident results.

The unorganized manner in which the foremen do the lifting job should be pointed out by the leader who suggests that a systematic plan must be followed in giving instructions or in training. He then places the four, one at each leg of the chair, and shows them how to take hold, making sure that the lifting strength of the four is properly distributed. He says: "Now follow my directions closely. I want you to exhale and inhale with me. I am going to count three and when I come to four I will say 'lift'. All ready. Now, one -- exhale, two -- inhale etc." When this is done the man will be lifted up smoothly and easily without danger of accident or of strain to those who lift. This demonstration is used to emphasize the need for precise directions and for organizing any steps in training a group of workers before they undertake a given job.

The leader next passes out two-foot pieces of cord or twine to five or six members of the group and ask them to watch him closely while he ties a bowline knot. He makes sure that none of those selected already knows how. Facing the group, he then quickly goes through the tying of the knot with a larger rope which can be easily seen and then asks them to tie a similar one with the cord. None of the men will be able to do so. The leader asks what is wrong with his demonstration. After a brief discussion the leader then turns sidewise so that the group may see him from the performing point of view and again gives his demonstration. He first ties the knot quickly, then goes through the operations again slowly, step by step, explaining each as he goes.



"Bowline".  
Does not slip.

Instead of a bowline knot, the leader may use other simple illustrations, such as how to tie an underwriter's knot used in electrical work. The lifting demonstration can also be varied: a women's group may lift a table instead.

The leader then emphasizes that illustrations of this kind suggest that teaching is not as simple as it appears on the surface, that mere telling is not enough, and that demonstration must be properly done in order to be effective. He tells the group that these "stunts" have been brought in at this time to prove that certain basic principles are involved in training -- that it is not a hit-or-miss method.



When is Formal Training Desirable? The leader now asks the conference to consider the question of just when it is worthwhile to set up a formal or organized training plan for teaching a worker to do a job. Attention should be called to the two main ways of learning to do a job: (1) by the "pick-up" method and (2) by following a definite, organized plan. Formal training involves the breaking down of a job into its parts and the working up of a definite teaching plan for each operation in accordance with a standard procedure.

The opinion of the group should be obtained as to when it is desirable to set up a formal training procedure. "Under what conditions or situations is organized training worthwhile? When should a definite outline or a standard procedure be laid down for teaching?" The responses of the foremen should be listed in a chart which will resemble the material in Chart IV.

The leader will then spend a few minutes in reviewing the high spots of the discussion and pass out the mimeographed charts.

Planning Demonstrations: Before adjournment he will ask members of the group -- four or five will suffice if each assignment is well planned -- to come in at the next session prepared to conduct a demonstration of just how each would teach a simple operation to one or more members of the group. They should be told that the demonstration which the leader staged is only one part of the teaching process and that they are expected to go through whatever further explanations and demonstrations are necessary in order to do a thorough teaching job, including the step of having a learner try out the job in question.

The leader will find it necessary to suggest the kinds of operations they will undertake to teach and the tools or equipment they will require. He should list the operations and the names of the volunteers. Among the simple tasks which may be used are the following:

Bandaging a hand (by a first aid man)

Using a crowbar to lift a heavy object (object should be determined in advance; blocks needed)

Proper way to hold a long-handle shovel

Using a carpenter's square to determine an angle

Sawing a board (using a square and saw)

Tieing a package with string, using a bundler's knot

Making a wire connection in a utility plug

Using an exterminator gun

Sweeping with broom

Cleaning a window

Assembling a mechnaical rat-trap or clothes pin

Bisecting a right angle on blackboard with compass

Assembling a bicycle bell



Using a mop and wringer

Laying out a right angle with a ruler

(the 6 - 8 - 10 triangle which can be used on street work)

Sewing on a button

Holding a chisel bar in cutting off a rivet (or nail)

Deomonstrations of an involved nature or those which cannot be undertaken in the classroom should be discouraged. It may, however, be of interest to have one presentation of a lecture-blackboard type; how to saw off a tree limb, for example, to illustrate what can be done to prepare the way for practical field try-outs later on.



THE FOREMAN AS INSTRUCTOR

CHART I -- WHY TRAIN WORKERS?

<u>Advantages</u>		<u>Disadvantages</u>
<u>To Workers</u>	<u>To Management</u>	<u>To Management</u>
Improved skills	Better production	Costs money
New skills	Lower operating costs	Good instructors must be trained or employed
Increased earning power	Means for interpreting WPA policies	Takes time of foremen
Increased prospects of private employment	Less supervision	May slow up production at outset
Expanded trade knowledge	More <b>timber</b> for new foremen	May be opposed by organized labor
More satisfaction and better morale	Time saved in developing men	Frequent labor turnover requires continuous training
Less effort needed	Fewer misfits	
Fewer accidents	Improved administration	
Standardized methods	Less labor trouble	
Better judgment		
Better understanding of job		
More systematic work habits		

CHART II -- VARIOUS TEACHING METHODS IN COMMON USE

(not necessarily desirable ones)

Find out what learner knows -- start there  
Teach easy jobs first  
Explain the job -- tell the worker what to do  
Give a "pep" talk or lecture  
"Experience is best teacher"  
Put him to work -- "pick up" method  
Show or demonstrate just how work is done  
Observe others working  
Place beginner with experienced man  
Assign teaching to straw boss or "pusher"  
Show finished job or product, charts, or pictures  
Trial under close supervision and check-up  
Group discussion and questions  
Written instructions -- text book



CHART III -- DIFFERENCES BETWEEN PRODUCTION AND INSTRUCTION

	PRODUCTION	INSTRUCTION
Purpose or Aim	Output or finished articles for consumer	Skill or knowledge for learner
Man involved	Workman	Instructor (foreman)
Material worked upon	Stock, new or partially worked up	Learner, green or partly trained
Procedure followed	Successive production steps in regular order	Successive training steps in selected order
Equipment used	Tools, machines	Suitable instruction methods and devices
Result tested by	Inspection of finished product	Check up on learner's ability

CHART IV -- WHEN IS FORMAL OR ORGANIZED TRAINING PROFITABLE?

When any of the following points are involved:

1. "Pick-up" method is too slow
2. Production needs improvement
3. Many different operations need to be learned
4. Much technical knowledge is required
5. Danger or accident hazard
6. Possible damage to tools and equipment
7. Danger of spoiling output



## OUTLINE NO. 12

### HOW TO DEMONSTRATE AND TEACH A JOB

NOTES

#### Purpose of the Conference:

1. To set forth the basic steps involved in teaching any job.
2. To provide practice experience in the mechanics of teaching.
3. To discuss in further detail some of the important points necessary for effective teaching, particularly the need for adequate demonstrations.

#### Statement by Discussion Leader:

The discussion of the topic "The Foreman as an Instructor" has by now suggested that there is an art and a science of teaching which needs careful attention if a foreman, no matter how great his trade skill, is to become a competent instructor. Recognizing the importance of planning, organizing, and properly demonstrating the necessary facts involved in teaching any trade or job, the present session will be devoted to some of the difficulties and problems involved in doing this. First of all the basic steps in teaching a job will be considered.

#### Discussion Plan:

The group leader should briefly review the high spots of the previous meeting on training and touch particularly on the content of Chart III for that session which distinguishes between production and instruction.

The Basic Steps Involved in Teaching: The leader may suggest to his group that there has been sufficient discussion of the training problem to indicate the existence of some kind of a standard pattern or blue print of just what is involved in teaching a green worker a new job. Long experience on the part of vocational instructors in school and factories has shown that certain definite steps are needed: these are summarized in Chart I attached. This chart should be lettered up in advance by the leader or he may pass out the chart sheet at this time, since it cannot be worked up satisfactorily by most discussion groups. He then goes over it step by step, giving illustrations of what is meant under each of the steps, and asks questions to make sure the group understands the chart.

Teaching Demonstrations by Group Members: The leader next calls on one of the foremen who has offered to demonstrate how a teaching job should be done, reminding this man and the group that he is expected to go through the first four steps shown on Chart I, and not merely the demonstration called for as part of the presentation step, number (2). He should make sure that the operation chosen is simple enough for the use here desired. One or two of the foremen present who do not know the operation should act as learners.



The leader instructs the group to act as a jury to determine just how well a teaching job is done in these practice demonstrations, and that it will be expected to criticize and comment on the instruction given after each is finished. It is a natural tendency for the group members to watch and criticize the manner in which the particular operation is done, rather than the manner in which it is taught, and this must be forcefully emphasized by the leader. He should state that it makes no difference whether the job is done differently from the way they would do it. It may in fact be done wrong: that is not the point. They are to concentrate on how well the demonstrator teaches it.

In order to assist the group in evaluating the success of each teaching demonstration, the leader should list on a chart in advance of the meeting the following checking points, which can be referred to as the demonstrations are undertaken:

1. Was it clear that the instructor had determined just what he was going to put over?
2. Was there any evidence of advance planning and preparation?
3. Did the instructor attempt to put over too much at one time?
4. Did the instructor put it over step by step and make sure each step was clearly understood before starting the next one?
5. Did the instructor cover all essential points?
6. Did the instructor use the standard teaching steps?
7. In the final checking up, did the instructor make sure the lesson was clearly understood by asking the proper type of questions?
8. Did the instructor use methods in each step suited to the lesson and the group?
9. Did the instructor hold to his subject or "scatter"?
10. Did the instructor show ability to set the learners at ease, hold their interest, and suit his instruction to the group and conditions?
11. On completion, did the learners do the job unaided and possess the essential knowledge?

After the demonstration, the leader says: "Well, what do you think of it? Was it a good job of teaching? What was omitted? How could it be improved?" or uses other questions to stimulate discussion. He should head off technical questions relating to the subject matter of the operation, and confine the group to teaching criticisms.

Requirements of a Demonstration: After the first or second teaching demonstration the leader should proceed to develop Chart II, which summarizes the requirements of a successful demonstration (the word is used in its narrow sense as a part of the presentation process). He tells the group that after observing his own demonstration of knot-tying and the demonstrations of its members, they should be able to identify some of the important points to be considered. He



then draws out and lists the suggestions. This chart is then used as a second check list to evaluate additional demonstrations by group members.

Two or three other teaching demonstrations are then tried out, the members of the group discussing and criticising each. If comments are slow in coming, the leader may run down the two charts on the wall -- the check list on teaching and the list of demonstration requirements and ask: "How about this point? Was it met?" etc. The lists should not be used after each demonstration or this procedure becomes tiresome. The more numerous the demonstrations, the more practice is had by group members. In many situations where effective worker training is badly needed, a special meeting on teaching demonstrations is well worthwhile.

An Example of Good Demonstration Practice: An example of the manner in which an instructor should convey information to a worker is next presented by the leader. This illustrates the concise, businesslike, and enthusiastic fashion in which training information should be presented. In some situations it is, of course, unwise to do as much talking as shown in the example below; this is the case when learners need to observe manual operations very carefully and receive necessary explanations later on.

The demonstration illustrated below concerns the use of the Mannheim Slide Rule #1770 as used for simple multiplication.

"We will get right down to the business of learning!  
First point--how to grasp slide rule.  
This way. Right hand. So. Rule balanced on thumb. So--  
fingers relaxed.  
Let us check! Let me see you do it. Fine! All right."

"Second point--get ready to use rule.  
Bring left hand over to left end of rule--slipping end of  
first finger into notch in end of rule--so.  
Use thumb and other fingers to hold rule firmly--thus.  
See if you can hold rule in left hand--like this.  
Repeat, transferring grip of rule from right to left hand--so.  
Repeat again. Now lay rule down, pick it up with right hand  
and then bring left hand into service. Repeat." (Instructor  
checks.)

"Fine! Now repeat a few times to get the feel of the rule and  
the habit of grasping it correctly. Already!--like this.  
Again!. Again! That's enough! Fine progress."

"Now just one more position to learn and we will be down to  
business of learning to read the rule.  
Holding the rule in the left hand position--all ready?--we  
slip the right hand over to the right end and slip this  
finger--the second finger--into the little notch; all find  
it? Let us see if you all have the second finger.



Now hold rule in right hand like this.  
Now change to the left hand like this. O.K.?  
Take all this easy! Relax! It isn't a baseball bat."

"Now we are going to learn to slip the stick.  
See this stick--it slips.  
Try to move it back and forth, first an inch or two at a time,  
then extend it further and further at each movement--like this.  
Try it."

"All O.K.! Everybody's fingers are nimble and graceful! We are  
now ready for the main business. This first work will sound like  
kindergarten stuff, but we mustn't be too ambitious at the start.  
We will first do the little problem of 2 times 2."

"See! It's all done. Here's the 2, there's the other 2, and  
here's the answer 4."  
Let's see you do it on your scale.  
Well, do it again so we are sure it wasn't an accident.  
Do it again. O.K.  
All right. I'll do 2 times 3 and then you do it.  
Here goes."

"Got it? Well, do it again. Again.  
Now do 2 times 2 -- I'll bet you have forgotten how.  
Fine! Now 2 times 3 again. Now let's see how good you are.  
Can you do 2 times 4?" Etc.

This example should be read over and practiced several times  
in advance by the leader (or in the case of an actual instruct-  
or, practically memorized) so that he may be very familiar with  
it. If the leader is acquainted with the use of the slide rule,  
it will of course be rendered much more descriptive if he  
actually manipulates a slide rule as he recites the text.

The meeting is closed with a summary by the leader. If the  
demonstrations staged have not been sufficiently satisfactory  
to drive home the proper way of teaching a job, others should  
be arranged for the following session.

When the chart sheets for this session have been passed out,  
the leader should call attention to Chart III -- "The Successive  
Levels of Training." He may explain that the chart illustrates  
the manner in which a learner climbs the various slopes of in-  
struction, going through the five steps shown in Chart I, until  
he arrives at the top level of master worker.



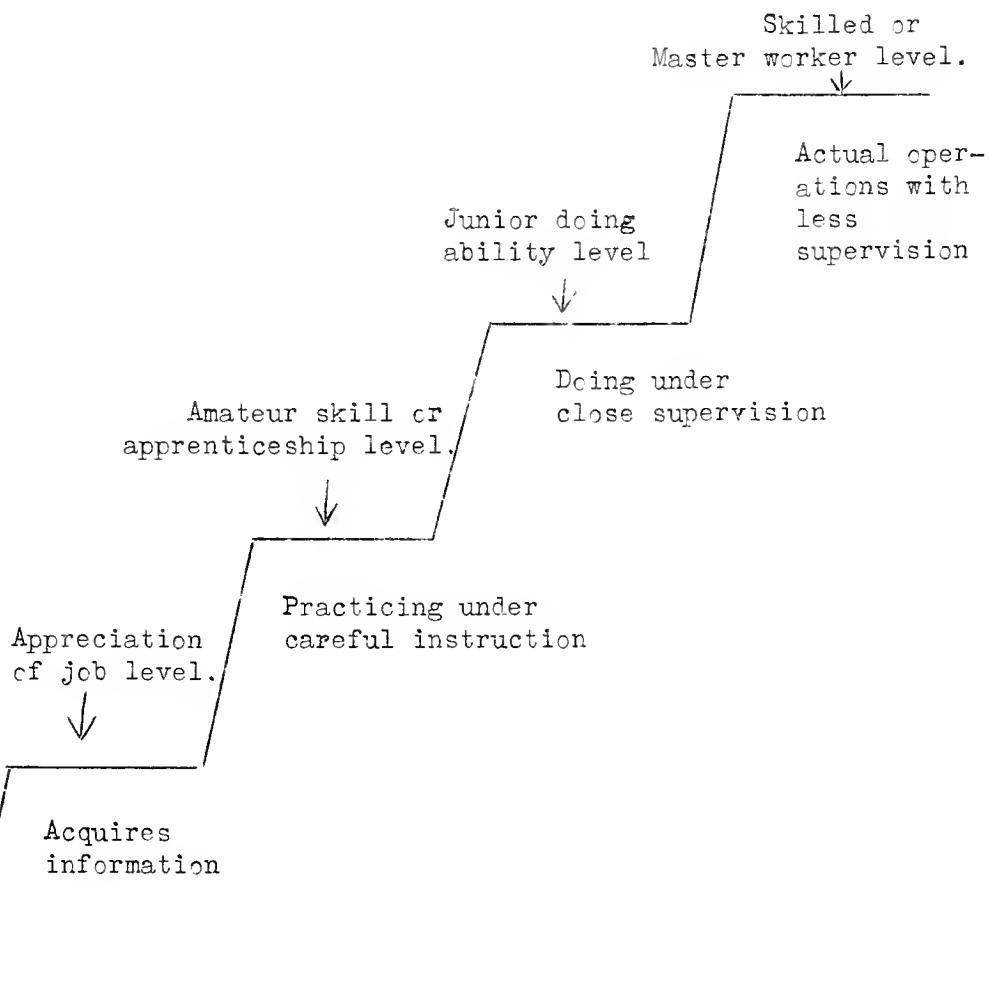
HOW TO DEMONSTRATE AND TEACH A JOBCHART I -- THE STEPS INVOLVED IN TEACHING

<u>Steps</u>	<u>Purpose</u>	<u>How Accomplished</u>
Preparation (1)	To prepare the learner for new facts.  To establish a teaching foundation.  To have the foreman prepared to do a good teaching job.	By getting attention and interest. By asking questions to determine how much construction must be done on the existing foundation. By pointing out the need for self-improvement. By pointing out the advantages of organized training. By planning and organizing the lesson.
Presentation (2)	To present new ideas or facts or show new manipulations.	By lecture or explanation. By illustration or diagram. By demonstration, showing how By an experiment. Combinations of the above.
Trial (3)	To start the learner in applying the information with the assistance of the foreman.	By requiring the learner to proceed on some assigned job, under close supervision. By having him participate in a discussion where he must use the facts presented By having him make a sketch or illustration to explain the method.
Application (4)	To enable the learner to operate under his own power without assistance.	This is the pupil's step. He must work without the assistance of the instructor.
Testing (5)	To test the learner's skill and knowledge.	Foreman inspects, checks up, or tests the work done.



CHART II - REQUIREMENTS OF A SUCCESSFUL JOB DEMONSTRATION

1. Be sure the learner can see every part of the demonstration from the performing point of view.
2. Give the group a quick preliminary demonstration and an idea of the job.
3. Repeat the demonstration slowly.
4. Break the operation into small units of instruction made up of not more than four or five operating units.
5. Use very simple language in explaining the job.
6. Explain special trade terms only after the demonstration.
7. Postpone "reasons why" until after the learner has accomplished the task.
8. Emphasize the importance of repetition in developing skill.
9. Always stress the safe way of doing a job.
10. Don't emphasize how not to do the job.

CHART III - THE SUCCESSIVE LEVELS OF TRAINING



### OUTLINE NO. 13

#### PROBLEMS CONFRONTING THE INSTRUCTOR

NOTES

##### Purpose of the Conference:

1. To consider some of the problems which confront the foreman in the work of instructing his men.
2. To discuss mistakes which are frequently made in instruction work.
3. To determine some of the difficulties experienced by those who are being taught.
4. To review the qualifications which must be developed by an efficient instructor.

##### Statement by Discussion Leader:

The foreman who desires to do a thorough and systematic job of training his men to increase their skill and knowledge and to further the works program needs considerable information. He needs to know how to teach; to know the mechanics of teaching. He needs to know what may hinder the learner from getting the instruction offered. He should know what qualifications are expected of him if he is to be a successful trainer of men.

The day's discussion will center around some of these questions.

##### Discussion Plan:

The leader should just briefly review the fundamental teaching steps as set forth in Chart I and the requirements of a successful job demonstration as contained in Chart II of the previous session. If any demonstrations still remain to be staged, this should next be done.

The leader may next suggest some of the practical difficulties with which the foreman may be faced in initiating training for the men under him, and develop group discussion around questions such as these: "What if the superintendent is not particularly sold on the need for systematic training? When can training best be undertaken -- at what time of day -- for how long a period -- how often? For what kinds of operations does training need to be an individual matter? What operations can be handled with a group? What if there are no proper facilities for training? What kind of a place, location, or layout is needed for training in the different operations involved in any work project? What if skilled workers are needed and must be trained but there is opposition on the part of the skilled men already working?"

Some of these questions should be discussed, the emphasis being placed at all times on concrete training situations with which members of the group are confronted. Members of the group should be asked to bring out their own specific training problems and have the group assist in working them out.



## NOTES

The Use of Questions: The discussion leader should next discuss the question of when and how to use questions in teaching work. He may first point out that there are three different types of questions which may be used

1. Test questions for the purpose of checking up on what the worker has learned.
2. Suggestive or leading questions for the purpose of directing thoughts, clarifying ideas, or developing information.
3. Questions which stimulate thinking, create interest, develop appreciation, change a point of view, or aid in understanding.

The leader should be prepared to give good illustrations of each of the kinds of questions to illustrate his point.

As to the occasions on which questions should be used, he may bring out the following points in informal discussion or, if desired, by means of a formal chart developed by the members of the group.

1. To find out what the worker knows, provided he is able to express himself adequately in words.
2. To lead the worker to a greater understanding of the operation or its meaning.
3. To suggest a new point of view or a new method of attack on a problem.
4. To stimulate thought, challenge the worker's ideas, or direct his attention to unnoticed facts.
5. To promote group discussion.

A few suggestions which may be helpful to the foreman in showing him how questions should be asked in order to obtain the desired results are as follows:

1. Word the question so that it calls for a very brief yet specific answer. In other words, it should not pave the way for a long-winded discussion of a broad topic on various points.
2. Word the question so it cannot be answered by a mere "Yes" or "No."
3. Word the question in such a way that its meaning is absolutely clear.
4. Word the question in such a way that it in no way suggests the answer unless it be a leading or a suggestive question intended to assist the respondent in answering.



5. Be brief and to the point in asking the question.
6. Avoid why questions unless they are intended to provoke thought.

NOTES

Common Mistakes in Teaching: Among the mistakes the foreman is most likely to make when he becomes an instructor are the following, which should be discussed and elaborated by the leader.

1. Most instructors take too much for granted. They assume the learner knows much more than he actually does.
2. Many try to teach too much at one time. Instead of analyzing the job and breaking it up into small parts, teaching one part at a time, they teach so much at once that the learner forgets a great deal of it before he actually starts to work.
3. A common fault of instructors is to talk too much. They should resort to demonstration or showing how more often than they do.
4. Frequently an effort is made to teach the beginner jobs which are too difficult so early in the teaching process. The worker should be introduced to the simpler tasks first.
5. The worker may be easily confused with too many directions concerning exceptional situations which may come up. Exceptions to the rule and variations found on the job should be taught after the worker is able to perform the work in the usual way.
6. A preparatory talk or introduction should not be too long and should not involve explanations of the "whys and wherefores"; these should be reserved to the last.
7. The instructor may be apt to talk in terms of the occupation or trade which are new to the learner. He may make use of many expressions which have a technical or specialized meaning and should therefore introduce them gradually into the discussion. Whenever a new trade term is used, it should be fully explained so that the worker knows what the instructor is talking about. Many such terms can be explained later on.

Difficulties of the Learner: In contrast to the mistakes in teaching procedures mentioned above which will prevent any learner from understanding what is being taught, there may be certain shortcomings or handicaps on the part of the workers which prevent them from concentrating their attention on the teaching process. Material such as that contained in Chart I should be developed on the blackboard by the leader at this point in answer to questions such as these: "What are some of the reasons individuals find it hard to learn readily? What kind of difficulties distract the



## NOTES

learner? Why does teaching fail to take hold? Why is it some men are not interested in learning?" This chart should be developed by first listing the possible causes suggested in the first column and then having the group suggest the solution in the second column. Concrete illustrations from the experience of the group should be asked for.

Qualifications of an Instructor: It will be found worthwhile to develop a chart showing the qualifications which the group considers to be important for a successful foreman as teacher. The points suggested should exclude those general character traits or responsibilities which the foreman requires in his general supervisory duties. If any of the items listed in the chart are overlooked, the leader should see that the omission is repaired through the use of leading questions. Chart II suggests the desirable content of a chart of this kind.



PROBLEMS CONFRONTING THE INSTRUCTORCHART I - DIFFICULTIES OF LEARNERS

CAUSE OF DIFFICULTY	SUGGESTED REMEDY
Nervousness - "jumpyness"	Place learner at ease
Timidity, lack of confidence	Give friendly encouragement
Sense of inferiority	Show him his improvement
Stubbornness	Win confidence and friendship
Outside distractions	Talk over and point out effects
Family troubles	Give tactful counsel
Laziness	Be firm - arouse interest and compare his results in other fields where he does well
Fear of job hazards	Explain how dangers may be avoided Teach caution Develop confidence Transfer to other work if unsuccessful
Carelessness	Point out results Make man do job over Be firm
Awkwardness	Help develop accuracy and dexterity
Physical handicap	Place on other job Provide special training
Mentally dull	Make sure job is not beyond capacity If not, train slowly. Be patient

CHART II - QUALIFICATIONS OF A GOOD INSTRUCTOR

1. Thorough knowledge of subject
2. Interest in teaching - sympathetic attitude to learners
3. Infinite patience and tact
4. Fairness and impartiality
5. Knowledge of teaching procedures and devices
6. Skill in understanding people and their learning difficulties
7. Ability to lead rather than drive
8. Cheerful disposition radiating confidence and encouragement
9. Systematic habit of thought in planning and teaching
10. Ability to command respect and confidence



OUTLINE NO. 14

## SETTING UP A SYSTEMATIC LESSON PLAN

NOTES

Purpose of the Conference:

1. To suggest the importance of setting up a well organized and systematic plan in advance of giving instruction to workers.
2. To discuss the method of analyzing an occupation and the steps or operations involved, in order to lay a foundation for the teaching process.
3. To consider devices useful in instruction, such as job or instruction sheets.

Statement by Discussion Leader:

Any discussion of the various points involved in effective job training is not complete without consideration of the ways and means of determining just what is to be taught. One may know how to teach, fully understand the various steps in the teaching process, etc., but it is first necessary to decide what needs to be taught. In ordinary schoolroom teaching the teacher has standard instruction outlines and the pupils are provided with textbooks. In teaching a trade, however, little material of this kind is available and the foreman must himself prepare his own text, so to speak.

No decision can be arrived at in deciding what and how much is to be taught at any one time by the foreman unless attention has been given to a study of what is done on the job and how it is done. This involves an analysis of the job and the setting up of a lesson plan. The better organized and the more complete the lesson plan, the better the instruction that results.

Since the average foreman group has no knowledge of the procedure in analyzing a job for teaching purposes, the conference leader, in conducting this meeting, may have to step from his roll of discussion guide and take a much larger part in directing the discussion than he otherwise would.

Discussion Plan:

Skills Automatic with Workers Must Be Taught Learners: At the outset it is desirable for the leader to illustrate the fact that many operations become automatic habits which do not require much thinking, by having the group analyze some simple task. To illustrate this important point the leader may refer to the simple operation of removing a coat from the back of a chair and putting it on. He hangs his coat on a chair. He calls the group's attention to the fact that every member of it can do this simple job but a Fiji Islander who has never worn a coat would have to be taught each successive step.



He then invites the group to give him detailed directions, step by step, which must be followed in taking the coat off the chair and putting it on. The coat is left on the chair and the leader does not go through any of the motions. He lists the suggestions as they are made on the blackboard.

The leader then takes up the coat and endeavors to follow the steps listed and actually put on the coat. He will find himself unable to do so because the steps are not detailed enough, and may in fact find himself stopped in a ludicrous position. He points out that "arm chair analysis" of this kind will not do and then asks one of the foreman to go through the steps involved very slowly, more deliberately in fact than slow motion pictures are shown. The foreman should be coached in advance to do this very carefully.

As the foreman proceeds, the leader checks with the wall chart and corrects it. The list on the board is found to be only partially complete for when a careful analysis is made it will be seen there are actually 18 or more distinct operations involved in the process.

The study of a simple operation of this kind will show the group that any simple appearing task is in reality broken up into a large number of steps, most of which have become second nature in the course of familiarity with the task. This should be emphatically brought out by the discussion leader, stressing the fact that the highly skilled worker does his work without thinking about its details. This should not be overlooked by the foreman to whom a given operation has become second nature. In consequence, he often assumes that the things he himself does so easily need not be taught the learners. This procedure will also illustrate the manner in which any operation needs to be analyzed before it can be taught.

Analyzing an Occupation for Teaching Purposes: Any occupation must first be taken apart or broken down. Then these parts or units may be arranged in usable order for effective teaching. In the discussion the first breakdown should be referred to as "tasks". These may then be broken down into "operations". Simple tasks must be taught first and only a small amount of material should be presented at one time.



The first step in job analysis is the listing of all important jobs or tasks which go to make up the occupation. It is usually not necessary to consider each and every specialized task of a minor nature. Certain typical or representative tasks are adequate for a training program. Each of the tasks selected represents a group of related operations. By selecting typical tasks for the instruction plan, the total number needed to cover the essentials of an occupation is greatly reduced.

A practical way of starting an analysis is to list the typical tasks in the occupation which is to be trained. From such a list should then be eliminated those tasks which for various reasons cannot or need not be included in the training program. This results in a final list of typical tasks which will make up the content of the training plan.

Each task in which training is to be given should next be broken down into its detailed work operations. Each task is considered separately and analyzed. This resembles the breaking up of a "slow motion" film into a number of "still" snapshots. For this purpose a chart with two columns may be used, one headed "What the Worker Does" and the other "What the Worker Needs to Know". In the first column are listed all the detailed steps which a worker on the job usually goes through in the performance of a task. The information which he needs to have to perform the various operations is set down in the second column. With this information listed, the instructor is in a position to organize his teaching job.

Practice in Analyzing a Task: The members of the group should then be required to go through the steps involved in breaking down a simple task into the necessary operations and teaching steps. Only in this way will they realize that they must force themselves to think through every minute detail of what to do, step by step, and how they should teach this to a learner. Simple operations with which a number of members of the group are acquainted should be used in this connection. If the group is composed of foremen engaged in the same trade, a simple example may be selected from that trade. The final product developed by the group will resemble the examples contained in Chart I.

The conference group should take one or two simple tasks in a field of work with which they are acquainted and break them down into their elements, listing the steps on the wall chart. An example of this procedure is shown below. Before starting an analysis, the necessary specifications must be set down by the leader. Thus in building a berm or shoulder adjoining a road, it should be understood that the job is to be done by one man, that its width is to be say 10 feet, that the soil is of a certain type, etc.



HOW TO BUILD A BERM

OPERATIONS	TOOLS	WHAT WORKER NEEDS TO KNOW
Put lines on grade stakes	Lines - line level	Just where to fasten them
Get tools	See below	Use of various tools
Loosen surface of proper area	Pick Shovel Mattox	Which end of pick to use How deep to cut When to use each tool How to scoop, skim, and scrape with shovel
Shift material between high and low places	Shovel Mattox Wheelbarrow Truck?	
Break up large clods	Tamp Rake Shovel	How to strike object square with vertical motion
Make finished surface	Rake Tamp	How to use rake with pull and push motion How to use back of rake to shift fine material
Remove undesirable material	Rake Shovel Wheelbarrow	How to use teeth of rake
Clean up tools		How to clean them

Other examples of this type of analysis are loading a dump truck with dirt, laying a square of cement sidewalk or curbing, building a wire fence, etc. Simple examples may be chosen from other lines of work, such as cleaning a window or starting and driving an automobile.

The leader should tell the group that they may not have occasion to write out detailed breakdowns of such relatively simple jobs as building a berm but that they should know the procedure and that practice is required. Members of the group will have to use such a plan of analysis in preparing to teach new or involved operations, particularly in private industry. Detailed paper work then becomes a necessity.

Teaching Order May Differ From Operating Order: The operations involved in a task are frequently listed without any attention to the order in which they are listed. Before going ahead with actual instruction, however, the worker's duties must be arranged in orderly fashion for teaching. This arrangement will place the easier operations first before introducing the more difficult. The instruction or-



der may be altogether different from the order of operation or production. As an illustration of this difference the group may be asked to compare the order of operations an experienced driver uses in starting and driving his automobile and the order an instructor might use in teaching a beginner to drive. A chart may be developed in this connection.

Setting Up a Formal Lesson Plan: At this point it will be desirable for the leader to point out that in advance of any sizeable training plan undertaken by a foreman or special instructor it is usually necessary to prepare a formal lesson plan on paper. Such a plan serves as a blueprint of the teaching job to be done and is for the foreman-instructor's own use. A suggested outline is shown in Chart I, the headings of which should be jotted on the wall chart by the discussion leader for information and discussion.

Useful Training Devices: By a training device is meant any contrivance, plan, or scheme used by the foreman to assist the work demonstration and the learning process. It may be necessary tools and equipment and may range from a demonstration model to an article in a trade journal.

In many teaching situations the learners may be asked to look up descriptive references in textbooks or trade publications or may be assigned to prepare a report for presentation to the group. It may also be possible to arrange for individual or group visits to other projects or individual plants for the purpose of getting an understanding of the way an occupation is practiced in industry, or a particular process is carried on.

In addition to standard handbooks or texts dealing with various occupations, job sheets, instruction sheets, and planning sheets may be of value on a project necessitating considerable training. This will usually not be the case with W.P.A. projects, however.

A job sheet tells the learner what to do in any given operation. It sets up the steps or sequences in which any given operation is to be performed. Examples are shown in Chart II. In a large training program such job sheets can be advantageously mimeographed and distributed to the workers in training.

An instruction sheet is more complete than a job sheet and usually tells what to do and how to do it - both "what" and "how". Instruction sheets for workers will be infrequently used in the WPA program because of the amount of work involved in their preparation. Typical instruction sheets are the circulars furnished with a new automobile, a radio, sewing machine, or electric refrigerator. Similar material will be found available from the manufacturers of certain equipment, road building equipment, for example, used by WPA.

An example of an instruction sheet will be found in Chart III.



## NOTES

The planning sheet is a device similar to the job sheet. However, instead of handing the learner a list of the things he is to do, he is asked to fill out a planning sheet showing exactly step by step how he will proceed. When the planning sheet is completed, it is turned over to the foreman, who checks it and makes corrections. After the foreman approves it, the learner proceeds with the job as he has planned it.

The leader finally summarizes the discussion, again emphasizing the need for slow and painstaking analysis of an operation before teaching it.



## SETTING UP A SYSTEMATIC LESSON PLAN

CHART I - OUTLINE OF A LESSON PLAN

- I. Objects of this lesson. (Statement of the purpose of the instruction to be given.)
- II. Teaching devices. (A list of the needed tools, equipment, materials, etc.)
- III. Procedure (teaching points). (A summary of the explanation, demonstration, trial practice, and application by the learner.)
- IV. Questions. (Used in the test or check up.)
- V. Assignments. (Specific special study or work assignments to be given members of the learner group.)
- VI. References. (Notes regarding pages or chapters of textbooks or printed articles dealing with the work in question.)
- VII. Comments. (Other notes relating to the training to be undertaken.)

ANALYZING AN OPERATION FOR INSTRUCTION PURPOSESCHART II - SAMPLES OF JOB SHEETSNo. Task - SHARPENING A STEEL DRILL ON A POWER GRINDER

1. Place goggles (on forehead ready for lowering to eyes)
2. Hold drill
  - a. part played by right hand
  - b. part played by left hand
3. Step up to machine
  - a. position of feet
  - b. position of hands
4. Lower goggles
5. Grind drill
6. Back off
7. Raise goggles
8. Inspect drill with gauge
9. Lower goggles
10. Repeat 5, 6, 7, and 8
11. Repeat 4, 5, 6, 7, and 8 if necessary

Note: Starting and stopping grinder not included.

Each operation listed above must be analyzed in detail if perfect instruction is to result. The smallest part or detail of an operation is called an operation point. For the instructor and student they are instruction points.

Example: "The left foot is placed this way: the toe here; the heel here."



## CLEANING A WINDOW

1. Get water in a bucket.
2. Get rag.
3. Get a cake of Bon Ami or other cleaner.
4. Wet the rag.
5. Rub rag on the Bon Ami.
6. With a circular motion of the wrist and elbow, apply the Bon Ami on the rag to the window pane. (Demonstrate)
7. Let the window dry.
8. Using a clean, dry rag, start rubbing the Bon Ami off the glass, shaking rag out when necessary. (Demonstrate)
9. Remove any Bon Ami on the wood frame work with a clean wet rag.
10. Repeat operations on outside of pane.
11. Replace all equipment in proper place and condition when through.

## CHANGING AN AUTOMOBILE TIRE

### Operations:

1. Set the brake.
2. Remove the spare tire from the carrier.
3. Jack up the car.
4. Remove the hub cap.
5. Remove the wheel and the flat tire.
6. Put on the spare tire.
7. Put on the hub cap.
8. Let the car down.
9. Mount the puncture tire and wheel on the carrier.

## CHART III - SAMPLE OF AN INSTRUCTION SHEET

### HOW TO MAKE A WESTERN UNION SPLICE

1. Examine samples of finished splices. (In this splice, two wires are twisted, one around the other.)
2. If the wire is insulated remove about 3 inches of the insulation from the end of each wire. To do this grasp the wire between the side of the thumb and the blade of a strong knife and while holding the wire with the other hand take a slice off of the insulation. Then turn the wire and make other similar cuts until the insulation is removed. Always cut towards the end of the wire as you do when sharpening a pencil and be sure not to nick the wire with the knife.
3. Scrape the ends of the wire with a knife until they are bright.
4. Cross the wire ends as swords would be crossed.
5. Give each wire one complete twist around the other in the middle of the scraped off section so that the ends point in the same direction.
6. Take one bare end at a time and make at least four complete turns around the body of the wire, keeping the turns close together.
7. Tighten the turns with a pliers, clip off any surplus wire and press the ends down smooth.
8. Solder or tape, etc., for finishing.

NOTE - Pictures or samples are essential in getting this lesson over effectively.



OUTLINE NO. 15

NOTES

UNDERSTUDIES

Purpose of the Conference:

1. To emphasize the need for understudies, both for foremen and for other "key men".
2. To bring out some of the advantages to the foremen, to the understudy, and to the W.P.A.
3. To discuss desirable qualifications for persons selected as understudies and the method of choosing understudies.
4. To consider methods by which understudies may be trained.

Statement by Discussion Leader:

An understudy is a worker who is preparing or being prepared to fill a more responsible position and act for his superior during the latter's absence. The foreman's understudy is usually termed an "assistant foreman". The term "understudy" in a broad sense may properly include apprentices, if such employees are genuinely interested in improving themselves and are not merely killing time until they arrive at the rank of journeyman.

Business and industry definitely recognize the importance of training understudies for key positions. This policy should also be followed by the W.P.A. Competent understudies prevent tie-ups and forestall serious complications in the event of absence, resignation, or promotion of employees holding positions requiring special training or experience. They also give the foreman further opportunities for study and growth. One of the foreman's first responsibilities should be to select and train a competent assistant. The presence of understudies in any organization, even in a small gang, is an indication of good management.

Discussion Plan:

Why Provide Understudies? At the outset the leader may properly develop the ideas of members of the group with reference to the need and importance of understudies. He should bring out the discussion by means of such questions as these: "What are some of the reasons why a foreman should develop understudies? What are the advantages of an understudy system - to the individual understudied, to the understudy, and to the organization?" The discussion should be summarized on a chart along the lines of Chart I.

A few minutes may profitably be devoted to considering why the development of understudies is sometimes neglected. "Why are key positions sometimes left unprotected?" Many organizations have gone to pieces after the death or separation of a principal. In the course of this discussion it should be pointed out that the supervisor who has no one to take his place usually finds that his job goes haywire during his absence. Only a selfish, jealous type of man keeps everything to himself and refuses to train an able assistant. A really high-grade man seeks to surround himself with competent assistants and these are more loyal to him because of the special training they receive.



The Selection of Understudies: The leader should next steer the discussion into the question of selecting men for positions as understudies. This will involve such questions as these: "On what basis should an understudy be picked? Should the foreman have sole responsibility and select the man whom he happens to like best personally? Who else should be consulted? If there is an employment or assignment office which can help, is it appropriate to have it nominate candidates on the basis of its information? To what extent would intelligence or other test scores, records of performance on the job, and references of previous employers be useful in certain situations? How can intangible factors such as leadership and reliability be estimated? What can a foreman do to determine the competence of an understudy?"

NOTES

This discussion as developed in a chart like Chart II, should bring out the need for careful rather than hit-or-miss methods of selection. A good plan is to have the foreman nominate two or three likely candidates and have them investigated or otherwise checked up by the employment division. The best man should be agreed on by the foreman and the employment office. The latter should also be in a position to suggest good men from other projects but should not place an understudy or assistant foreman without the approval of the foreman under whom he is to work.

As an instance of what may happen when the foreman is not consulted, the following case may be cited. A new man sent by the employment office had ideas which were entirely different from the foreman's. He gave orders to the men which conflicted with what they had been told. The foreman talked with the assistant but the latter did not change his ways. So the foreman allowed him to go ahead; in a few days he went too far, made a serious mistake and was "turned in" in consequence. Similar cases should be related by members of the conference.

The Training of Understudies: The group may then turn to ways and means of training and developing understudies. "What should an understudy know? How much responsibility should he be given at the outset? How should he be trained?" Consideration may be given to the information, subjects, or topics with which an understudy should be acquainted. The discussion may then turn to the means by which he may absorb such information and skill. A chart following the lines of Chart III may be prepared in this connection or, better still, may be broken up into two columns, the first showing the things in which an understudy should be trained and the second indicating how he can obtain such training. Live illustrations should be called for from the group.

In this connection it should be brought out that an understudy's relationship to his superior must be intimate and confidential. All the important problems and situations with which the superior is faced should be freely discussed with the assistant. The understudy should be given a variety of experience on other workers' jobs since this gives him an opportunity for growth. If possible, he should be given a chance to sit in on foremanship meetings and to act as a working assistant, perhaps helping to break in new employees.

The leader closes the meeting by summarizing the high points of the discussion.



UNDERSTUDIESCHART I - ADVANTAGES OF DEVELOPING UNDERSTUDIES

To the Foreman	To the Understudy	To. W.P.A.
Freedom for own development for jobs ahead	Opportunity for special training	Uninterrupted flow of work
More time for planning and study of present job	Placed in line for promotion	Less loss of time
Better chance for vacation	Recognition as a "comer" - prestige	Less spoilage of materials
Satisfaction of helping others	Chance for supervisory experience	Reputation for good management
Less worry and nerve strain	Lends variety to job	Better morale
Reputation as good organizer		No need to recruit from outside
Increased loyalty from his force		

CHART II - THE SELECTION OF UNDERSTUDIES

Traits Desired	How Determine?
Intelligence	Standard test by personnel office
Initiative	Interest in job; ideas and suggestions
Leadership qualities	His reputation among fellow workers; past record; popularity
Trade knowledge	Length of service; trade tests
Reliability	References; past performance

CHART III - HOW MAY UNDERSTUDIES BE TRAINED?

1. Trade information systematically imparted by foreman.
2. Personal coaching and supervision of work by foreman.
3. Principles and policies of management considered in group discussion.
4. Outside (own-time) study of textbooks, trade papers, etc.
5. Practice experience during foreman's absence.
6. Systematic check-up and rating on improvement in knowledge and skill.
7. Opportunity to rotate in various jobs.



THE DISSATISFIED WORKER

NOTES

Purpose of the Conference:

1. To discuss the evidences or indications of lack of interest or satisfaction on the part of the project worker.
2. To consider the basic needs and motives of human beings which must be met if individual satisfaction is to result.
3. To interpret the failure to satisfy these needs in terms of specific causes for lack of satisfaction on the job.
4. To consider possible ways and means of meeting the various possible causes of dissatisfaction.

Statement by Discussion Leader:

Few conditions interfere more with a man's daily work than dissatisfaction and lack of interest. Such a condition need not be taken for granted. It can and should be overcome as far as possible. In the discussion today we are concerned with the problem of stimulating the members of the crew with a desire to be effective producers on the team and more particularly to remove those conditions which prevent workers from being satisfied and content with their work and working conditions.

The topic is related to the discussion of "Cooperation" and to group dissatisfaction as discussed under "Labor Disturbance". Cooperation, however, is a broader subject, a problem of organization and of attitude toward others. At this time we are especially interested in trying to solve questions of maintaining the interest of any particular worker. The emphasis is on the individual.

The W.P.A. is likely to be affected by dissatisfaction because of the fact that workers drawn from relief rolls may have lost much of their morale. They cannot easily overlook the fact that they have seen better days and that their present employment is only temporary in its nature. In such a group it is most important (and more difficult) to develop morale and remedy dissatisfaction.

Discussion Plan:

What Are the Evidences of Dissatisfaction? The discussion should start with suggestions as to the ways in which dissatisfaction on the part of a work group or an individual may be detected. "What are the conditions or actions which indicate a dissatisfied worker? How can you tell when a man loses interest in his work? What happens? What does he do or fail to do? How does discontent make itself known?" Responses of the group are listed by the leader in the manner they are shown in Chart I.



Not more than ten minutes should be devoted to such a listing since it is only intended to suggest to the group that dissatisfaction is a condition frequently met with in various forms. This should be pointed out by the leader.

The Fundamental Needs of Workers A better understanding of the ways in which dissatisfaction may be overcome will be obtained if the group is encouraged by the leader to make a careful analysis of the things which most of us need for happiness and contentment. Such a discussion must find the answer to such questions as these: "What are the basic needs of human beings? What are we after? What are the motives, the drives, the urges or instincts possessed by most of us which must be satisfied? Why do we act as we do? What drives us to do what we do? What do some folks need more than others in order to be happy and do good work?"

The responses should be discussed, classified or interpreted along the lines of the terms used in Chart II, and listed on the blackboard. By way of illustration, a basic requirement for every human being is, of course, his need for food, shelter, and clothing. In the case of those very low in the intelligence scale this may be the only need of real consequence. Other persons may require much more in order to be satisfied with their working existence. One man may attach importance to the right kind of companionship or to the respect of his fellow workers. Another worker may be interested primarily in getting ahead, while a third needs some kind of power or authority over others in order to be satisfied. Every man's requirements are somewhat different: again we face the need for dealing with each person according to his personality, as was discussed in considering discipline and giving orders.

The discussion should bring out a fairly complete listing of needs, some of which are important to one individual and others to others. Chart II shows most all the basic needs of the individual in relation to his work. Purely personal satisfactions such as love, sex, and the desire for reproduction may be omitted since they do not enter directly into a man's daily work.

The discussion in developing this chart is concerned with basic factors rather than with specific cases, which should be reserved for Chart III. It may be somewhat abstract or philosophical but should stimulate the group in its thinking. The leader should refer to a reliable text on psychology and review chapters dealing with drives, instincts, and behavior traits before presenting this topic. Fisher and Hanna's "The Dissatisfied Worker" is also interesting in this connection but deals more particularly with mentally abnormal cases.

What Can Be Done to Overcome Dissatisfaction? In meeting individual cases of dissatisfaction and endeavoring to overcome a lack of interest the leader should point out two steps, similar to those which a doctor takes with his patient. First, the foreman must find out the cause of the trouble or, as the doctor would



say, make a diagnosis. Second, he must take the necessary steps to improve the condition or apply the necessary remedy or treatment. Experiments may be needed before the remedy is found.

The difficulty may lie with the policies of the management, may be the fault of the job or the work assignment, may be the fault of the foreman, or may lie with the worker himself. No matter by what the basic trouble may be caused, it is up to the foreman to do what he can to overcome it. This thought will serve to introduce Chart III.

After the group has debated the broader question of what human beings require in order to be happy and contented, it will be easier for its members to take these basic human needs one by one and determine how they show themselves in concrete cases of dissatisfaction. The general needs listed should now be interpreted one by one in terms of causes of dissatisfaction, and discussed in terms of concrete illustrations or case histories within the experience of the group. If the need for an adequate income for food and shelter is not met, what if anything can be done about low wages? If the worker has no opportunity to produce anything which satisfies him as being worth while, what can be done about it? What if he lacks interest because his work is too monotonous or too dangerous?

Concrete illustrations of the type which should be developed by the group, illustrative of the need for personal job satisfaction as brought out in Chart III are as follows:

This story illustrates the need for companionship. A woman talked incessantly to workers who sat near her. The supervisor asked her to refrain from conversation during working hours--but she continued to chatter. Next the supervisor had a confidential talk with the offender and this was the explanation she gave: The worker is a widow. She lives alone and because of financial conditions dropped all old friends and made no new ones. When she came to the W.P.A. Sewing project all her old desires and longings for friendship crowded into her being until she was "giddy" with happiness. She "simply could not keep from talking" because she had been starved for companionship -- but, if the supervisor could be patient she would soon have it "out of her system". Her talking then gradually subsided until she became one of the best workers and her behavior excellent.

The desire for acquisition, for something one can call one's own, even in connection with a works project, is brought home by the frequency with which even laborers seek to have their own shovels or picks. Many times they will mark them with string or notches so that they may use the same tool every day. The same point is illustrated by the stenographer who insists on having a certain typewriter, pencils, erasers, etc. This element in satisfaction should be recognized by the supervisor and efforts made to provide individuality for each job and as far as possible to supply tools which may be identified as "mine".



In Chart III then, will be found a listing of important causes of dissatisfaction and their possible solution. The items have been arranged in general in the same order in which basic needs of workers are listed in Chart II. By using Chart II as a guide, a chart similar to Chart III can be worked out by the discussion group. Considerable direction from the leader may of course be needed for a slow-thinking group.

In the course of the discussion, the leader should make sure that the foremen understand the function of the social worker in assisting persons on relief in adjusting themselves to their situations. Many of the difficulties making for dissatisfaction may be discovered by the foreman but not necessarily remedied by him. In many situations it may be necessary for the foreman to report home conditions he discovers to the WPA employment division, which can arrange to have a social worker assist in their improvement.

The leader concludes the discussion with a summary reemphasizing the need for individual study by the foreman to locate the cause of dissatisfaction and determine the appropriate remedy.



### THE DISSATISFIED WORKER

#### CHART I -- EVIDENCES OF DISSATISFACTION

Indifference	Lowered production
Gossiping	Poor workmanship
Surliness, bitterness	Loafing
Tardiness	Carelessness
Absenteeism	Jealousy
Increased labor turnover	Poor housekeeping

#### CHART II -- BASIC NEEDS OR DESIRES WHICH MAY INFLUENCE HUMAN CONDUCT

Food, shelter, clothing -- the physical needs  
Job security -- regular employment -- independence in old age  
Service -- doing something worth while for others  
Production -- creating something tangible  
Acquisition -- having something of one's own  
Happiness -- peace of mind  
Companionship -- sociability, friendship  
Recreation -- leisure time interests -- play  
Power, influence -- the desire to dominate or lead  
Respect -- of one's fellows  
Understanding by others -- sympathy for work or self  
Encouragement -- appreciation or recognition  
Loyalty -- person or cause to which to tie  
Curiosity -- a variety of interesting experience  
Activity -- the need for keeping busy at something  
Advancement -- progress toward improved conditions  
Self-protection -- safeguards for survival  
Health -- protection against sickness

#### CHART III -- HOW TO OVERCOME JOB DISSATISFACTION

CAUSE	REMEDY
Low wages	Discuss limitations of W.P.A. program Adjust wages if possible Reclassify if qualified
Temporary work - uncertain future	Assist in developing for and in finding permanent job
Selfishness; lack of interest in teamwork	Place on job with men who cooperate Place on isolated job with individual responsibility
Improper tools	Provide adequate tools
No opportunity to produce anything seemingly worth while	Explain importance of present work Assign more tangible work



Wrong assignment; no chance to use talents	Reassign in light of skills
No specific or individual job or tools worker can call "mine"	Provide more individuality for the job
Bad working conditions	Improve working conditions
Ugly appearance of job	Make environment attractive
Unpleasant associates	Transfer to more agreeable group
Poor housekeeping	Better housekeeping
No opportunity for outside social activities	Give assistance in making contacts
Jealousy	Separate jealous workers; discipline
Foreman does not delegate enough responsibilities	Delegate authority where it can be assumed
Too much supervision	Ease up on detailed direction
No chance for using leadership traits	Promote to straw boss or higher job
Sense of inferiority and subordination	Afford chance for more participation in project; obtain worker's ideas Try to develop competition among workers
Slave driving	Foreman to correct himself
Partiality shown certain workers	Cut out favoritism
Too many bosses	Define lines of authority
Fellow workers or foreman "butting in"	Correct conditions
False rumors or talk about a worker	Squelch them; let gang know where worker stands with foreman
Lack of recognition or failure to receive credit	Give credit when due; encourage good work
Lack of loyalty -- indifference	Educate workers in purposes and objectives of W.P.A.; let them know what goes on
Work too monotonous	Vary assignments



Lack of understanding of significance of work	Explain importance of work or job
Not enough work to keep busy	Assign more work or different job
No future; slow promotion	Promote where possible; time off to look for better job; education
Work too dangerous	Safety education Transfer to other work
Insanitary work conditions	Clean up
Sickness	Medical attention



Cutline No. 17

THE CARE OF MATERIALS AND EQUIPMENT

NOTES

Purpose of the Conference:

1. To emphasize the importance of maintaining "good housekeeping" on a project, with particular reference to the proper care of materials, tools, and equipment.
2. To consider the more important acts of negligence on work projects which result in waste, spoilage, or loss of materials and equipment.
3. To agree on the best ways of reducing or eliminating the possibility of such negligence.

Statement by Discussion Leader:

In as huge a program as the W.P.A. is undertaking, there is danger that sizeable losses may occur in connection with the use and storage of materials, tools, supplies, and equipment. These may be lost or wasted or extravagantly used. Unless proper safeguards are provided and necessary caution observed, the net loss to the government might prove enormous. In the conservation of materials and equipment, no one person has as great a responsibility (and an opportunity) as the project foremen.

W.P.A. workers may feel that the government can well afford to be liberal in purchasing materials and equipment. They do not realize that when money is wasted on materials it may reduce the funds available for wages and keep unemployed persons out of a job. Such an attitude makes for carelessness in handling materials and tools. It is somewhat difficult to combat because W.P.A. workers have not the incentive to economize which workers in private industry frequently have. Extravagant use of materials and equipment also tends to breed disrespect on the part of the workers for the Federal government as an employer.

Wastage of supplies and material creates severe criticism from the public when it observes such a condition on a work project.

One of the ways of assuring better care for government supplies and equipment, although not necessarily the best way, is for the foreman to emphasize the fact that "government property" is involved. This is particularly the solution when theft is a problem, since the penalties for stealing government property are well-known to the average citizen.



## NOTES

The basic method of safeguarding the use of materials and equipment is for the foreman to provide a systematic orderly procedure in connection with receipt, storage, issuance, and use of all supplies and equipment used on the project. This means an application of "good housekeeping" in the sense of maintaining order and being thrifty.

Discussion Plan:

The Need for Good Housekeeping: In starting the group discussion it will be helpful if the leader spends about fifteen minutes on developing a chart on "Poor Housekeeping". A chart along the lines of Chart I can be developed in response to questions such as these: "What results when tools and materials are not properly cared for? What are the effects of careless housekeeping? Just what happens when materials and equipment are entrusted to irresponsible persons? What can be done about it?"

As far as possible, as each effect or result of poor housekeeping is listed, the group members should be asked to cite specific examples of the point in question. The remedies may then be listed in a second column but without specific reference to or without matching them with the items in the left-hand column.

What Materials and Equipment are Used? After the importance of "good housekeeping" has been brought out in the development of Chart I, the leader should obtain from the group a listing of the more important materials, tools, supplies, and equipment used on the projects represented at the meeting. This will serve as a basis for further discussion of individual items. The list developed on the wall chart by the leader may possibly read somewhat as follows:

Cement	Lumber
Sand and gravel	Sod, trees, shrubs
Shovels	Axes
Wheelbarrows	Tractors
Pumps	Sledge hammers
Rubber boots	Red lanterns
Barricades	Concrete forms
Grade stakes	Goggles

Negligence in the Care of Specified Equipment: The group will then be asked to select from the list two or three items in connection with which a troublesome housekeeping problem exists. Each item selected is then discussed in some detail and charts developed relative to its use. An illustration of this type of analysis is shown below in a chart which brings out the important points to be observed in the use of cement.



Proper Care of Cement

ACTS OF NEGLIGENCE	WHAT HAPPENS	WHAT TO DO
Careless unloading (breaking bags)	Waste	Entrust job to reliable man
Bags improperly emptied	Cement sets No refund on bags	Collect bags on raised platform or wheelbarrows
Placing in wet spot or on ground	Cement sets	Foreman to direct placing--on platform
Cement unprotected in rain	Sets	Provide suitable covers
Sacks used by workers	Loss--no refund	Bundle them promptly
Mixing too large a quantity	Waste	Entrust supervision to reliable man
Delay in using--stored too long	Gets lumpy Goes dead	Arrange for transfer to other project Don't stock too much
Careless stacking in storage	Breakage when moved	Stack or tie bags properly

## NOTES

Similar charts can be worked up by the leader and the group for any important material or equipment item. In the case of shovels, for example, the group may list the abuses to which they are often put, such as using them for pinch bars, etc.; may then discuss the results in terms of split points, broken handles, etc.; and finally take up ways and means of overcoming the abuses in question by providing proper inspection, cleaning and oiling, welding and sharpening, and locking up or chaining the shovels together when not in use.

As a result of practical job discussion of this kind resulting in the exchange of experience and ideas on the part of the foremen present, definite improvement in the care of materials and equipment can be effected on works projects.

In making his summary, the leader should review the suggestions which have been made for the maintenance of good housekeeping and the care of specified government property and stress the foreman's opportunity to improve any existing conditions which may be unsatisfactory.



THE CARE OF MATERIALS AND EQUIPMENTCHART I -- POOR HOUSKEEPING ON THE JOB

<u>Effects</u>	<u>What to Do</u>
Loss of tools	Train reliable men to care for materials and tools
Increased scrap or breakage	Make regular inspections
Hiding good tools	Clean up after each job
Misplaced articles delay work	Train men to cooperate with tool and stock men
Encourages disorderly habits	Dispose of scrap promptly
Damaged or wasted material or equipment	Increase personal attention on part of foreman
Too much space used for storage	Provide proper storage facilities
Creates accident hazards	Clean up and paint up
Loss of time	Supply necessary equipment for good housekeeping
Insanitary conditions	Stimulate pride in orderly methods
Poor inventories	
Bad impression on public	
Encourages theft	
Loss of respect for foreman	



Outline No. 18

HEADING OFF LABOR DISTURBANCES

NOTES

Purpose of the Conference:

1. To determine the more important circumstances which may arise on a project and lead to group labor disturbances.
2. To emphasize the need for prompt action in correcting causes of group dissatisfaction in order that more serious trouble may be averted.
3. To discuss specific ways and means by which the foreman may avoid group disturbances or keep them from coming to a head.
4. To give the foreman a better idea of the labor relations policies of W.P.A.

Statement by Discussion Leader:

Labor unrest has been increasing in intensity and violence throughout the United States and other parts of the world during the past few years. From coast to coast, in private industry, there have been strikes, walkouts, and lockouts. Organized labor has been engaged in vigorous efforts to unionize many industries.

An analysis of the causes of strikes since the World War shows that their main objective has not been higher wages or shorter hours. These aims have been subordinate to those of improved working conditions, and particularly for the right to organize.

In a majority of strikes in private industry, the workers have gained more ground than the employers. It is important to realize, however, that strikes and agitation do not pay in the long run. Both the management and the workers lose. For the employer, experience shows that serious losses result from the interruption of work and ultimately higher wages or operating costs. For the workers, prolonged idleness and possible loss of employment cause needless expense.

The nation-wide unrest on the part of industrial workers is reflected in the W.P.A. where workers dissatisfied with relief wages, with hours, or with working conditions, have increasingly turned to group rather than individual action in settling their grievances. Disturbances on W.P.A. projects are by no means as serious as they are in industry but they have been of frequent occurrence.



## NOTES

Since trouble starts among the men with whom the W.P.A. foreman deals, it should be of interest and of value to him to inquire into the causes of labor disturbances. He must know what to do in order to prevent them from arising. The discussion should be of value to members of the group not only in its application to W.P.A. but in connection with private industrial employment later on.

In the discussion the term "disturbance" should be used to mean conditions which result in shutting down a project or in interrupting the normal flow of work, or open conflict between the management and the workers.

The problems arising in connection with labor disturbances are closely related to the factors considered in discussing the topic of "The Dissatisfied worker". Here, however, we are concerned with group rather than with individual dissatisfaction.

In this connection it is important to note that any individual grievance may spread to others and result in an open conflict. A single torch may start a conflagration. This emphasizes the need for prompt and intelligent action in investigating and remedying unsatisfactory conditions. Labor relations is a field in which an ounce of prevention is worth a pound of cure. An individual grievance should be adjusted in the early stages before the emotions of an entire work group close the door to the possibility of a peaceful settlement. "Heading off labor disturbances" at the outset does not mean that the foreman can settle early differences by merely "soft-soaping" the dissatisfied workers. A sincere effort must be made to get to the heart of the difficulty.

Discussion Plan:

What Are the Causes of Labor Disturbance?: At the outset of the group discussion it is of value to consider the circumstances or conditions existing in any work situation which may result in serious disturbance. "What are the conditions which may cause a group of workers to take part in an organized demonstration or disturbance? What leads to conflict between the men and the management?"

A chart similar to Chart I should be developed in group discussion. Its upper part should embrace the various causes which may occur in the W.P.A. program. At the bottom the leader may list suggestions relative to causes which are frequently found in private employment rather than in W.P.A.

In developing Chart I, typical cases should be offered by members of the group. In discussing wage disputes, for example, a situation may be cited where workers struck



NOTES

for higher wages which prevailed in an adjoining county. In discussing lay-offs and dismissals, cases may be brought out to show how entire work groups protested against what they thought to be arbitrary dismissals of deserving workers.

A common tendency on the part of foremen is to lay much dissatisfaction to the "agitator". This is a loose term and the leader should discourage its use. The term "agitator" means nothing in the present discussion since the problem is that of finding out why a man is agitating and just what he is seeking.

Upon concluding the discussion of causes it will be of interest to compare the lists developed by the group with the causes of strikes and other grievances on W.P.A. projects throughout the country as reported to Washington.

The more important reasons behind labor grievances in the W.P.A. as a whole (including strikes and individual protests) are as follows:

Arbitrary suspension, dismissals, and transfers	Foreman's treatment of men
Wages	Classification of jobs
Observance of union regulations	Transportation
Making up lost time	Pay-roll delays
	Poor working conditions
	Working hours or schedules

The first four items are the most common. At the outset of the program much trouble resulted from delays in pay-rolls, nearly all of which has been eliminated. A few months later, dissatisfaction with the foreman on the job became the most important cause of labor trouble. Transfers and dismissals and wages continue to be important items.

How Can the Foreman Avoid Labor Disturbances?: By referring to Chart I showing the causes of labor disturbances, the group can then develop a second chart listing the various methods of avoiding them. "What can be done to eliminate the various causes of group dissatisfaction? What steps can the foreman take?"

A chart similar to Chart II is developed by the leader. As far as possible, the points listed should be illustrated by actual situations with which members of the group are acquainted.

The leader should discuss the importance of being willing to meet with and talk over grievances with any dissatisfied workers and should point out the tendency, particularly in private industry, for the management to assume a defensive and a resentful attitude whenever it is approached by a group of workers. There is no point in resenting the action of any



organized group in presenting grievances or demands. Any supervisor should be willing to meet with a committee of workers. Organized representation in fact often provides a practical method for bringing such matters to the attention of the management. The very existence of an organized body of representatives is an indication of the fact that the management has not provided satisfactory adjustments of individual grievances. Had these been adjusted in the first place, there might have been no need for organization.

The leader may again properly stress the responsibility of the foreman as the "key-man" in daily touch with the workers, in the best of all positions to prevent any kind of labor disturbance.

W.P.A. Labor Policies: General responsibility for satisfactory labor relations rests with the Labor Relations Section and the Labor Policies Board in Washington. State and district organizations also have labor relations representatives attached to their Employment Divisions.

Whenever grievances or complaints cannot be satisfactorily adjusted locally, they may be appealed. Every foreman should know (and so advise his workers) that they have the right of appeal from district officials to state officials and from state officials to the W.P.A. at Washington. It is not necessary to engage counsel for such appeals nor to incur any expense for their presentation.

Other rights of workers include that of membership, if desired, in any labor union or in a league, council, or association of the unemployed. No worker may be discharged because of his belief or affiliations.

W.P.A. workers have a right to organize as long as their collective activities do not interfere with the efficiency of the project. Workers may be represented by leaders of their own choosing and have a right to present grievances or submit protests.

District and state offices have no authority to spy upon workers. Special investigations are handled by a division in Washington but this unit will not concern itself with legitimate organized activities of W.P.A. workers. The use of a "black list" or any lists that may serve to discriminate against individual workers or groups is prohibited by an order from the administrator.

A frequent misunderstanding on the part of workers is in relation to their claim to continued employment during the life of a project. Workers on W.P.A. are expected to render as conscientious service as they would a regular



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government department or private employer. Habitual and intentional shirking will not be tolerated and when demonstrated, the employees involved may be suspended without pay for periods not exceeding one month or they may be discharged. Since foremen and supervisors are responsible for employees under their jurisdiction those who habitually tolerate shirking by workers under their direction may similarly be suspended or discharged. Employees thus discharged will not again be employed by W.P.A.

Foremen should also be in a position to advise their workers that they may be subject to dismissal upon refusal to accept proper private employment of a permanent or temporary nature, provided however:

1. That the temporary or permanent work shall be a full time job;
2. That such work shall be at a standard or going rate of wages;
3. That such work shall not be in conflict with established union relationships; and
4. That workers shall be offered an opportunity to return to the Works Progress Administration upon completion of temporary jobs.



HEADING OFF LABOR DISTURBANCES

CHART I - CAUSES OF GROUP DISSATISFACTION

WITHIN W.P.A.

Ignorance or misunderstanding of W.P.A. policies

Mismanagement (largely "foreman trouble")

Arbitrary supervision

Tactless discipline

Unjust treatment of an individual

Work too hard

Favoritism or discrimination

Disregard of workers' rights:

Individual rights

Union rules

Lack of recognition or representation:

No machinery to convey workers' ideas to executive officials.

Working conditions:

Unfavorable by comparison

Unsatisfactory

Inadequate or inferior equipment or tools

Unsafe work practices or conditions

Transportation

Agitation by outside labor organizer

Payroll delayed

Wage rates or wage plan unsatisfactory

Hours of work unsatisfactory

Arbitrary lay-offs or dismissals--force reduced

IN PRIVATE INDUSTRY ONLY

Exploitation or paternalism (company stores, camps, or houses)

Overtime excessive

Spies or spotters

Speeding up production

Failure to recognize union

Demands for "closed shop"

Outside vs. company unions



CHART II - WHAT CAN FOREMAN DO TO HEAD OFF LABOR TROUBLE?

Keep workers informed:

Through proper introduction to job

In the course of employment

Organized training

Discussion meetings

Individual contact

Give information as to rights

Squelch false rumors

Recognize workers' representatives:

Formal or elected committees or council

Informal committees

Union representatives

Use a suggestion system

Promptly report and, if possible correct, conditions making for dissatisfaction

Advise workers of what can be done

Keep them advised of what is being done

Know each worker and his individual needs

Home life

Work abilities

Physical aptitude

Personality, temperament

Respect each worker as a human being

Maintain proper and safe working conditions and equipment

Avoid favoritism - be frank and impartial

Command worker's confidence

Encourage discussion of individual troubles

Give credit for good work and loyalty

Keep workers busy - prevent idleness

Avoid espionage or gumshoeing

Know union rules and do not flagrantly violate them

Take no arbitrary stand toward organizers

Assist in correcting unjust wages or hours

Isolate individual constant trouble-makers



OUTLINE NO. 19

HORSEPLAY ON THE JOB

NOTES

Purpose of the Conference:

To discuss varicus kinds of horseplay in which project workers may engage, to consider the reasons for such conduct, its effects, and the ways and means of eliminating it.

Statement by Discussion Leader:

On certain projects operated by W.P.A., in the absence of the normal discipline and incentives which are found in private employment, workers may be inclined to waste considerable time in what is usually termed "horseplay". This may involve time spent in clowning or practical joking on the part of any individual or it may involve a considerable number of workers in games or gambling during working hours, in the hazing of certain workers, particularly newcomers or those disliked, or in other activities which divert the attention of the group from its customary work.

Horseplay, aside from the bad impression it makes upon the outside observer and its lowering of work output, usually destroys the spirit of cooperation and makes teamwork impossible. The foreman should take steps to keep it at a minimum.

Discussion Plan:

The leader will open discussion on the topic by asking for specific examples of various kinds of horseplay which the foremen in the group have observed. He may inquire how serious this practice is among the projects represented in the group. The various "playboy" stunts should be listed on a chart by the leader.

After this the reasons for the existence of horseplay on the job should be considered and listed at the left of a chart similar to Chart I. The results or effects of horseplay may then be discussed and entered on the chart and finally varicus methods of eliminating or minimizing the practice may be considered and entered. This chart cannot be read horizontally.

Efforts should be made to keep each discussion item lively by consideration of specific instances from the group's experience.

Not more than half an hour should be spent on the discussion topic, the rest of the period being reserved for a review of earlier topics.

REVIEW QUESTIONS

Review of Earlier Discussion Topics: The review questions which will be found following the chart used in this meeting can be answered by any foremen who has taken the time to study over the charts passed out at the close of the meeting. They



## NOTES

are very general in their nature and merely serve to introduce a topic which may then be discussed by the individual to whom the question is addressed, for a period of four or five minutes. The discussion leader should select those which he considers most important to the group with which he is dealing, choosing points in which he believes the foremen most need development.

At the conclusion of the session the leader should announce that he has copies of the bibliography on foremanship available for those group members desiring one. The distribution of this bibliography is further discussed in the manual for conference leaders.



CHART I - HORSEPLAY ON THE JOB

Causes	Results	What to do?
Poor discipline	Accidents	Develop job interest
Distorted humor	Bad public impression	Tighten supervision
Too little work	Lowers production	Warn worker
Inadequate supervision	Hard feelings	Explain seriousness of consequences
Bad example by foreman	Fighting	Assign more work
Ringleader	Destroys job interest	Place on probation
Irresponsibility	Wastes time	Give more responsibility
Thoughtlessness	Raises costs	Transfer to less desirable job
Dislike of certain workers		Temporary lay-off



REVIEW QUESTIONS

1. Why is it of value to a foreman to list, study, or analyze his responsibilities?
2. What are some of the principles of management relative to responsibility? Can responsibility be divided? Delegated? Discuss the questions.
3. Give several definite measures which may serve as a yardstick in checking up on the results accomplished by a foreman.
4. What are a number of important reasons why men loaf on the job? How can they be met and the loafing eliminated?
5. Which of you has had recent experience in dealing with any lazy workers? Just what did you do to shake them out of it?
6. What are several good ways for the foreman to increase his cooperation with his superiors? With his workers?
7. What is W.P.A. form 404? Should it be used when a laborer is transferred to another project as a carpenter?
8. What are several important qualifications or traits which may need to be considered in properly placing a man in the right job?
9. What should good discipline accomplish?
10. What are various ways or devices for maintaining discipline, arranged in order from least to most severe?
11. Specify several types of workers who need to be disciplined in different ways.
12. What are the more important "don'ts" in reprimanding a worker?
13. What are the different types of orders or ways of delivering instructions
14. Discuss the uses and advantages of detailed orders as compared with order general in their type.
15. When should written orders be used?
16. Routing is one of the subdivisions of production planning. What are the other two? How would you explain what the three involve?
17. Name several causes of carelessness on the part of workers and state what you would do to overcome each.
18. What are the basic needs of every human being which need to be met if he is to be satisfied with his job? Who can suggest others?



19. Discuss the way in which the urge to produce something worthwhile may be a cause of dissatisfaction on the job and how such a situation can be met. How can dissatisfaction due to a failure to meet the desire for job security be met by the foreman? How about companionship, power, loyalty?
20. In simple terms, what does production planning deal with?
21. Discuss some of the evidences of poor leadership in terms of actual situations, point out the effects and indicate how the particular situations were or could be improved.
22. What are qualities or characteristics needed by any man who aspires to a position of leadership?
23. What are the more important advantages of a systematic plan of job training for workers, both to the worker and the management?
24. Under what circumstances is an organized job training plan to be preferred to the "pick-up" method?
25. Why is an experienced foreman sometimes a poor instructor? Discuss briefly.
26. Should the foreman delegate the job of training workers to some one else? If so, to whom?
27. What are the main steps involved in teaching? Define or explain each.
28. What are the important points to observe in conducting an actual demonstration of how a job should be done?
29. What are various uses to which questions may be put in teaching a man to do a job?
30. What are common mistakes made by foremen when engaged in instruction?
31. Discuss several reasons why learners have difficulty in absorbing instructions.
32. What do you consider to be among the most important qualifications which a foreman who wishes to do a good teaching job should possess?
33. Why is it necessary to break down a job into its operation before teaching it? Discuss briefly.
34. What are some of the advantages of developing understudies, to the foreman and the understudy?
35. Discuss how successful understudies may best be selected and trained.
36. What are the main responsibilities of the foreman in safety and accident prevention?



37. Name and illustrate several causes of accidents and suggest how they may be eliminated.
38. Which is the more important in the W.P.A. -- production or providing useful work and training for the unemployed? Give your reasons.
39. For what offenses and under what conditions do you believe a man should be "turned in"?
40. Has the morale of your workers been improving? If so, discuss just what you have done to improve it.
41. What are the major steps in a systematic lesson plan?
42. What should a foreman do when the W.P.A. district announces a policy that he knows won't work because it will be unfavorably received by the workers, whose attitude he knows well?
43. Why is the foreman's job an excellent training ground for higher supervisory or executive positions?
44. From your observation, do you believe the average foreman is rather self-satisfied with the position he has reached when he lands a foremanship job? Does such an attitude tend to close his mind to new ideas?
45. What may happen when the foreman does not represent the management accurately to the men?
46. Is the desire to be of service to one's fellow men of any importance as a qualification for a foreman?
47. If you were a superintendent, would you rather have a foreman who knew every detail of doing the job or one who had ability to handle men and get others to do the work?
48. How can the foreman prevent waste of material? Discuss in terms of one or two specific items of material.
49. What are the results that may come when a foreman "hangs out" too much with his men outside of working hours?
50. What could a foreman do to improve his ability to instruct his workers?



OUTLINE NO. 20

## LEADERSHIP

NOTES

Purpose of the Conference:

1. To arrive at a better understanding of what leadership consists.
2. To indicate why good leadership is a decisive factor in modern supervision.
3. To assist supervisors to become leaders in the full sense of the word rather than mere drivers or taskmasters.

Statement by Discussion Leader:

The days of the old-time 'hard-boiled' foreman are passing. Good supervision today involves leading, stimulating, vitalizing, and educating the work group. This is particularly true in supervising relief workers on a security wage. Most anyone can "boss" a gang of workers but the foreman who aspires to becoming an executive in the fullest sense of the word must become a leader of men.

Leadership qualities are not necessarily all inborn and may in many instances be developed through practice. Self-analysis, observation of other foremen and supervisors, and the study of successful leaders are helpful in obtaining ideas for personal development. (The foregoing may be elaborated.)

Leadership is the activity of influencing people to cooperate toward some goal which they come to find desirable. Emphasis must today be placed upon the satisfaction and sense of self-fulfillment obtained by the followers of the true leader. Many so-called leaders have, of course, succeeded in driving their followers toward the achievement of their own ends without reference to the desires or welfare of those followers. This is true of many famous warriors and rulers of history.

Discussion Plan:

The leader should obtain suggestions from the group relative to specific evidences of poor leadership on the part of supervisors with whom they are acquainted or under whom they may have worked. "What specific cases or instances do you think of which illustrate why supervisors fail to get results from their crew? What are some of the ear-marks, traits, or short-comings of the foreman who fails to lead his men? Why do foremen lose the respect and confidence of their men? What actions give them away?" As points are brought out in the discussion, the leader should list them in the left-hand column of a chart as suggested in Chart I. One of the group may cite the case of a foreman who played favorites and assigned the more desirable tasks to his personal friends. This is classified by the leader as "unfairness and partiality" and shown on the chart. Another may tell



a story of a foreman who starts the day with one set of orders and then changes his orders twice more during the day instead of planning the job properly in the first place. The leader lists this as "inconsistent". It should be noted that the "evidences" called for are on the part of the so-called leader.

As each evidence of poor leadership is brought up, specific cases or illustrations of the point are called for. For each indication of poor leadership the group should then be asked to suggest its effects or results on the work situation and ways and means of overcoming the difficulty or problem created. Effects on the workers should be called for and such general effects as lowered production, idle time or higher costs which apply to all items should be omitted. This involves filling in the second and third columns of Chart I. The listing should thus be horizontal rather than vertical.

Having discussed the specific shortcomings of persons who failed to win cooperation from their subordinates, the leader may then start a discussion of the important characteristics or traits of the successful leader. This is reserved for the last because it is easier to bring out the negative side of leadership by pointing out the shortcomings of individuals rather than to begin the discussion by considering the abstract qualities possessed by successful leaders.

In response to questions such as "What are some of the qualities of a good leader foreman?" the leader should develop on the blackboard a list something along the lines shown on the left side of Chart II. If any important traits are overlooked, the leader should throw out leading questions until they are suggested. Other traits may be added but such general qualities as "efficiency, personality, concentration, sobriety, etc." which apply to success in any field should be ruled out and an effort made to center on those traits which distinguish the leader from the follower.

The right half of Chart II should then be filled out in the course of the discussion in response to a question such as: "Just what can a man do to improve or develop his qualities of leadership?"

In summarizing the day's discussion, the conference leader should drive home the point that modern, 20th century supervision succeeds to the extent that it relies on true leadership. W.P.A. workers cannot be driven. The W.P.A. foreman must combine the qualifications of an efficient "boss" with something of the viewpoint of the social worker and with a desire to lead his men toward better things. If he aims to succeed in larger fields of supervision, he will do well to study himself and develop those traits which will make him a leader of men.



LEADERSHIP

CHART I -- POOR LEADERSHIP

Evidences of Poor Leadership	Effects	Suggestions for improving
Unfairness Partiality	Will lose respect of favored one. Accuses resentment of others. Slack work.	Give square deal. Put yourself in other's shoes. Treat every man fairly. Play no favorites.
Not practicing what you preach	Contagious. Others will try to get away with it. Disrupts discipline.	Watch your step. Set only good example.
Shirking responsibility.	Loses respect of superiors and followers. Others begin passing buck. Active dissatisfaction. Disrupts morale.	Shoulder own responsibilities. Take the blame if due. Don't pass the buck.
Not interested in work	Lack of interest on part of men. Poor results.	Get interested or get out!
Over-bearing "High hat" Unapproachable	Men become "jumpy". Kills initiative. Uneasiness and uncertainty, resentment.	Put yourself in other's shoes. Be human and reasonable.
Quick tempered. "Going off half-cocked."	Same as for "over-bearing."	Take time to cool off. Look into various angles before making decision.
Lack of patience	Can't get results. Discourages the men. Afraid to admit they don't understand.	Self-analysis. Work on self-control. Put yourself in others' place. Take time to do job well.
Inconsistent	Men uneasy and unsettled. Hesitate to go ahead. Kills initiative.	Self-analysis. Adopt a uniform policy, and hold to it.
Leader ignorant of job.	No respect or confidence. Men won't follow lead. Will short-circuit and go to higher-up for orders.	Apply yourself to actually learn what you don't know.



Evidences of Poor Leadership	Effects	Suggestions for Improving
Leader failure as instructor	Men not properly instructed. Can't perform work properly. Loss of production or property and even life.	Plan your work in advance. Change your methods. Study how to teach.
Unwilling to take suggestions. Won't admit mistakes. Bull-headedness	Kills initiative. Lose benefit of valuable suggestions. Kills cooperation. Men may "frame" leader.	Be open to suggestions at proper time and place. Admit mistakes if occasion arises.
Failure to give credit. Grabbing credit where not due	Lack of credit. Resentment. Kills initiative. Stops cooperation	Put yourself in others' place. Give credit when due.
Lack of consideration for his men	Crew will lie down on job whenever his back is turned. Men try to put him in hole.	Put yourself in others' places. Be human.
Snooping --"Gum-shoeing"	Loss of respect. Creates suspicion. Arouses resentment.	Don't do it. Discourage in others.
Too familiar with men	Loss of respect. Loss of team-work. Loss of discipline.	Maintain a certain reserve befitting position as leader.
Lax discipline	Crew will lie down on job. No teamwork. Loss of respect.	Tighten up gradually but firmly and hold for results.
Men lack confidence in him.	Won't follow his lead will wait for orders from higher up. No teamwork.	Self-analysis. Under certain conditions do job yourself. Actually lead group. Make no promises you can't fill.
Dislike of group for leader	Men will only carry out direct orders. No teamwork. Unpleasant feeling.	Check up on self instead. Lead instead of drive. Put self in others' place. Talk over on man-to-man basis. Be courteous and human.



CHART II -- WHAT MAKES A LEADER?

<u>Qualities Needed by Leaders</u>	<u>How to Develop or Improve Them</u>
Physical and Nervous Energy	Keep fit Conserve your energy Direct it properly
Sense of Purpose and Direction	Self-examination: Just where am I headed? What are we trying to do?
Enthusiasm	Maintain vigorous interest Be human - be yourself
Friendliness and Understanding	Know subordinates personally Be considerate and cordial Develop personality
Integrity	Be loyal to yourself and your subordinates
Technical skill	Constant study, training, and improvement
Decisiveness	Get all the facts Make a decision - and act! Be willing to experiment
Intelligence	Don't overestimate your intelligence Obtain the advice of others
Teaching skill	Study teaching methods. Practice teaching.
Faith	Do work you can believe in Overcome pessimism



BIBLIOGRAPHY ON FOREMANSHIPBooks Dealing with the Handling of Men:

1. Personal Leadership in Industry. D. R. Craig and W. W. Charters. McGraw-Hill Book Co., New York, 1925.

A very readable volume which gives a complete and practical discussion of how the successful foreman gets work done with the least disturbance and friction. It is based on the experience of 110 successful executives.

2. The Art of Leadership. Ordway Tead. McGraw-Hill Book Co., New York, 1935.

A book of an inspirational nature but thoroughly practical in its application. It emphasizes the need for leading rather than driving workers. Of value to the foreman who aspires to a position of leadership in business.

3. Human Nature and Management. Ordway Tead. McGraw-Hill Book Co., New York, 1929.

This book tells how to use practical psychology in managerial work and is of help to the reader in organizing his own mental life and in dealing with people.

4. Employee Representation. E. R. Burton. Williams & Wilkins Co., Baltimore 1926.

A standard text on the theory and procedures involved in setting up employees representation plans.

5. Getting Along with People. Milton Wright. McGraw-Hill Book Co., New York, 1936.

Practical suggestions for dealing with others in business and social contacts. The book gives suggestions for obtaining the liking, respect and cooperation of others, for expressing one's self effectively and for establishing right relationships.

6. Human Relations in Changing Industry. H. W. Hepner. Prentice-Hall Inc., New York, 1934.

A readable volume offered for use by those who wish to know how relations with employees can be conducted in a more intelligent manner. A thought-provoking book written by a psychologist.

7. Strategy in Handling People. E. T. Webb and J. J. B. Morgan, Boulton, Pierce & Co., Chicago, 1931.

An interesting volume describing the manner in which outstanding business executives won success, but not directly applicable to the foreman's situation.

8. Psychology of Human Relations for Executives. J. L. Rosenstein. McGraw-Hill Book Co., New York, 1936.



A book which emphasizes the importance of emotional needs and aspirations of workers in relation to production. The reader will obtain an understanding of the reasons why workers behave as they do.

Personal Development:

1. How to Develop Your Personality. Sadie M. Shellow. Harper & Bros., New York 1932.

A handbook in practical psychology on ways and means of determining one's points of strength and weakness and of improving one's personal characteristics for success in the world of affairs.

2. Administrative Proficiency in Business. E. H. Schell. McGraw-Hill Book Co., 1935 (Revised).

A book dealing with the administrator who undertakes the responsibility of a going business. Of value to younger men of promise who have determined to prepare themselves for future positions of larger responsibility. A guide book for administrators.

3. Increasing Personal Efficiency. D. A. Laird. Harper & Bros., New York, 1929

A psychologist's suggestions for the development of improved work habits and personal characteristics, containing practical applications.

4. The Wholesome Personality. W. H. Burnham. D. Appleton & Co., New York, 1932

A rather long but readable study of the various traits which go to make up a well balanced personality, particularly concerned with persons who may be emotionally maladjusted.

5. Psychology for Executives. E. D. Smith. Harper & Bros., New York, 1934.

A psychologist's effort to aid executives in understanding the human aspects of his problems so that he may more effectively solve problems of human management.

6. Developing Executive Ability. E. B. Gowin. Ronald Press. New York, 1919.

An older volume containing practical suggestions for organizing one's daily work for greater effectiveness.

Business and Factory Management:

1. Handbook of Business Administration. American Management Association. McGraw-Hill Book Co., New York, 1931.

A book giving a complete picture of modern management methods and a source book for all business managers. It covers all aspects of administration including production, control, motion study, training and rating, accident prevention, personnel, etc. A symposium by many contributors.



2. Scientific Management in American Industry. Taylor Society. Harper & Bros., New York, 1929.

A comprehensive picture of the principles and procedures involved in the application of the principles of scientific management. A description of present day developments in the movement originated by Frederick W. Taylor. Of value to students of management.

3. Factory Organization and Administration. Hugo Diemer. McGraw-Hill Book Co., New York. Revised 1935.

An exhaustive explanation of modern factory practice of interest to the works manager and industrial executive. Covers every phase of factory administration.

4. Management in the Factory. G. L. Gardner. (University of Wisconsin Extension Text). McGraw-Hill Book Co., New York, 1925.

An extension course prepared for the University of Wisconsin to present the elementary principles of management in the factory to foremen and executives.

5. Industrial Organization and Management. W.B. Cornell. Roland Press. New York, 1928.

A comprehensive textbook describing the organization and operation of large business enterprises.

6. Business Administration. Willis Wissler. McGraw-Hill Book Co., New York, 1931.

A textbook used in universities which goes into great detail in describing the principles of business administration.

#### Personnel Administration and Training:

1. Personnel Administration. Ordway Tead and H.C. Metcalf. McGraw-Hill Book Co., New York, 1933 (Revised)

Basic principles involved in recruiting, training, rating and compensating employees as developed by progressive personnel departments. A standard textbook on personnel.

2. Personnel Management. Scott, Clothier and Mathewson. McGraw-Hill Book Co., 1931, (Revised).

An alternate text on personnel. Of interest to the student of personnel administration.

3. The Psychology of Selecting Men. D.A. Laird. McGraw-Hill Book Co., New York, 1927.

An interesting introduction to the psychological and statistical methods involved in selecting employees as used in larger business organizations.



4. Organized Training in Business. J. H. Greene. Harper & Bros., New York, 1928.

The only general handbook on methods of training employees in business and industry.

5. Foremanship and Supervision. Frank Cushman. John Wiley & Sons. New York, 1927.

This book deals with the operation and management of conferences as applied to specific vocational lines. It contains information for foremen conference leaders.

6. Foremanship Training. Hugo Diemer. McGraw-Hill Book Co., New York, 1927

A book describing the purposes sought through better foremanship and the place of various programs of foremanship training. It points out the essential features involved in successful operation of foremanship training.

7. Foreman Conferences. Sadie W. Shellow and Glenn Harmon. Harper & Bros., New York, 1936

Discussion and outlines of a series of foremanship conferences for industrial use. Adapted from the experience of a Milwaukee utility.

8. Educational Experiments in Industry. Nathaniel Peffer. Macmillan, New York, 1932.

A readable discussion of various employee training programs used in a number of larger industrial firms.









